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PARTNERSHIP FOR EDUCATION: *LEARNING*

# Annual Performance Report

Period Quarter 4 – July 1- September 30, 2015

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# ACRONYMS

AMEP	Activity Monitoring & Evaluation Plan
APW	Annual Programs of Work
CDCS	Country Development Cooperation Strategy
CLC	Continuous <i>Learning</i> Cycle
COE	College of Education
COP	Chief of Party
CPB	Capacity Building Plan
CRDD	Curriculum Research Development Division
CSO	Civil Society Organization
DA	District Assembly
DCOP	Deputy Chief of Party
DDE	District Directorate of Education
DEOC	District Education Oversight Committee
DEO	District Education Office
DFID	Department for International Development
DMT	District Master Trainer
DO	Development Objective
DQA	Data Quality Assessment
DRG	District Reading Grant
DTF	Decentralization Task Force
EDSA	Education Decentralization Support Activity
EFA	Education for All
EGMA	Early Grade Math Assessment
EGRA	Early Grade Reading Assessment
EGR	Early Grade Reading
EMIS	Education Management Information Systems
ESP	Education Sector Plan
G2G	Government to Government
GES	Ghana Education Service
GEU	Gender Education Unit
GILLBT	Ghana Institute of Linguistics, Literacy and Bible Translation
GIMPA	Ghana Institute of Management and Public Administration
GNECC	Ghana National Education Campaign Coalition
GOG	Government of Ghana
GPE	Global Partnership for Education
HICD	Human and Institutional Capacity Development
HRM	Human Resource Management
IEU	Islamic Education Unit
INSET	In-service Training
IPA	Innovations for Poverty Action
JCC	Joint Coordinating Committee

JICA	Japanese International Cooperation Agency
KG1	Kindergarten 1
KG2	Kindergarten 2
LGSS	Local Government Services Secretariat
M&E	Monitoring & Evaluation
MEL	Monitoring, Evaluation & <i>Learning</i>
MDG	Millennium Development Goal
MOE	Ministry of Education
NALAP	National Literacy Acceleration Program
NCCA	National Council on Curriculum and Assessment
NCTE	National Council for Tertiary Education
NEA	National Educational Assessment
NGO	Non-governmental Organization
NIB	National Inspectorate Board
NNED	Northern Network for Educational Development
NTC	National Teaching Council
OPIM	Organizational Performance Improvement Methodology
OTL	Opportunity to Learn
PBME	Planning, Budgeting, Monitoring and Evaluation
PMP	Performance Management Plan
PPTPDM	Pre-tertiary Teacher Professional Development and Management Policy
PTA	Parent Teacher Associations
PTQA	Program and Technical Quality Assessment
QUIPs	Quality Improvement in Primary Schools
REO	Regional Education Office
RFA	Request for Application
SEA	Special Education Assessment
SEU	Special Education Unit
SIL	Summer Institute of Linguistics
SMC	School Management Committee
SPAM	School Performance Appraisal Meeting
SPIP	School Performance Improvement Plan
SRC	School Report Card
STS	School to School International
TCAI	Teacher Community Assistant Initiative
TED	Teacher Education Directorate
TLMP	Teaching Language Material Program
TOC	Theory of Change
UCC	University of Cape Coast
UDS	University of Development Studies
UEW	University of Education at Winneba
WBI	World Bank Institute

## I. ACTIVITY OVERVIEW

USAID/Ghana Partnership for Education: *Learning* is a \$78,887,996.00 activity that aims to support Ghana's educational institutions over five years to improve, expand, and sustain *Learning* outcomes for at least 2.8 million primary students nationwide, with an emphasis on children in kindergarten through grade three. In partnership with the activity's main implementing partners, the Ministry of Education (MOE) and the Ghana Education Service (GES), FHI 360 leads a consortium composed of: the Ghana Institute of Linguistics, Literacy, and Bible Translation (GILLBT), the Ghana Institute for Management and Public Administration (GIMPA), the Olinga Foundation for Human Development, and The British Council.

The *Learning* activity is part of the USAID Partnership for Education parent project that is supporting early grade reading and literacy improvement activities implemented by the MOE and the GES. *Learning* will support the MOE/GES's nationwide efforts, with additional support to high-performing and transitioning districts throughout Ghana. *Learning* seeks to strengthen and support Ghana's education sector human and institutional capacities to improve pedagogical excellence in early grade reading; support education systems to improve, expand, and sustain reading outcomes; and engage communities to promote reading. The *Learning* activity also includes a pilot to identify approaches to improve early grade math skills.

Activity/Mechanism Name	USAID Ghana Partnership for Education: <i>Learning</i>
Activity/Mechanism Start Date and End Date	December 12, 2014 – September 30, 2019
Agreement Ceiling	\$70,980,296
Cost Share Amount	\$7,907,700 (10%)
Name of Prime Implementing Partner	FHI360
Contract/Agreement Number	AID-641-15-00004
Name of Subcontractors/Subawardees	GIMPA, GILLBT, British Council, Olinga Foundation
Major Counterpart Organizations	MOE/GES at national and decentralized levels; and the Autonomous Boards
Activity Goal	Improved reading performance in primary schools in Ghana
Activity Objectives	1) Enhanced teaching and <i>Learning</i> ; 2) Strengthened systems; 3) Increased accountability and transparency
Geographic Coverage	10 regions
Target Beneficiaries	MOE/GES and affiliated institutions at national and decentralized levels; teachers, school administrators, Parents, community actors,
Reporting Period	January 1, 2015 – March 31, 2015

## 2. ACTIVITY IMPLEMENTATION PROGRESS

This report captures the period of July 1 – September 30, 2015, the 4<sup>th</sup> quarter of the fiscal year, but the third quarter of *Learning's* Year 1 implementation. As of this report, *Learning* is realigning its reporting period to USAID's Fiscal Year calendar of October 1-September 30th. Hence this report will capture the quarter's accomplishments and overall progress made towards the achievement of *Learning's* first year goals.

### Year 1 accomplishments and progress (January –September 2015):

*Learning's* first year can be characterized as a year of:

- A) **Stakeholder engagement:** As was described in the Year 1 work plan, stakeholder engagement and ownership of *Learning's* goals are core organizing principles of FHI360's implementation of the *Learning* Activity. From the team-building and work plan development workshop, to the 5 G-RAP Working Groups' meetings, to the Regional and District Introductory meetings of *Learning* that have been implemented from February –September 2015, over 2,100 stakeholders have been engaged. These stakeholders include education officials and managers, university professors and administrators, community members, and members of civil society and non-governmental organizations. The stakeholder consultative meetings, held by the Decentralization Task Force and GNECC, involved more than 800 people in six regions to gain inputs on the new Education Bill that will effectively decentralize the education system, thereby allowing for more local control and involvement in education matters at the district, municipal, and school levels.
- B) **Establishing an action framework for reading:** The main focus of the Year 1 work plan has been to support the MOE/GES in the development of the Ghana Reading Action Plan (G-RAP). This plan, begun in 2012 by the Ghanaian government at the All Children Reading Conference in Kigali, is designed to serve as a roadmap for improving early grade reading and numeracy in Ghana. The engagement described above offered opportunities for diverse stakeholders to participate in shaping the analysis of the current situation of reading in local languages and English and to suggest strategies and interventions that could help turn the tide of poor early-grade reading results in Ghana. At the regional and district introductory meetings, stakeholders showed their adoption of the idea of the G-RAP by suggesting that regions and districts produce District Reading Action Plans derived from the G-RAP. Even absent the G-RAP, some districts have taken a head-start on this suggestion and are beginning to work on their plans, thus demonstrating their buy-in of the importance of the goals of reading. Indeed, the development of D-RAPs for the 165 targeted districts of *Learning* will be a major activity in the Year 2 work plan.

At the writing of this Annual Report, all five working groups have reached the final stages of completing their inputs to the G-RAP. *Learning* and its partners are poised to produce a G-RAP that will be presented for validation by January 2016.

- C) **Establishing co-leadership between Learning and MOE/GES institutions:** Since the Team-Building and Work Plan development workshop in February, *Learning* deepened its strategy of co-leadership with GES and the Autonomous Boards, NCCA, NIB, and NTC. That workshop set the tone for the expectation that these institutions would co-lead the design and implementation of *Learning's* work plan. The work plan, itself, identifies the leadership roles that these partners were

to play and have played during the year. Specific Points of Contacts (POCs) were assigned by the leadership of GES and the Board Secretaries, themselves have played a key role in leading the activities.

These roles were undergirded by the tools that *Learning* put in place to ensure ownership of the activities. These tools include: 1) terms of reference and budgets that must be signed by the lead government partners for each activity that is undertaken; 2) In-Kind Grants, the funding mechanism that allocates resources to support the activities in the work plan and that are signed by the main entities of GES, NTC, NCCA, and NIB.

- D) ***Establishing partnerships within Learning and with PfE Activities:*** *Learning*, by design, consists of a consortium of local and international NGOs, each with recognized strengths that aim to contribute to the successful implementation of the Activity. During this first year of working together, challenges were identified and sorted out and mechanisms for collaboration built on each organization's strengths were established. Many of the partners had little experience working on USAID projects, thus experiencing a major learning curve in the processes and procedures that are germane to these projects.

The full scope of work of the partners and the staffing needed to implement *Learning* have been developed and put in place. In addition, the scope of work for the resource partners, GNECC, NNED, and STS have been developed and STS has been approved by USAID. GNECC and NNED's packages will be sent during the October-December quarter.

Working relationships have been established between *Learning* and the other implementing partners of The USAID Partnership for Education Activities. Monthly meetings were held between the Directors (COPs) of Social Impact, UNICEF, RTI and FHI360 to develop a common understanding of each other's mandates, and to develop synergies in the activities of each partner. In addition, specific meetings were held among staff responsible for different bodies of work. For example, the SRC Specialist of *Learning* met frequently with UNICEF and GES to learn about the pilot of the mSRC, while the IT Specialist of *Learning* participated in meetings and activities of Social Impact's assessment of the M&E system of the MOE. Unfortunately, with the change of leadership at Social Impact and UNICEF, the monthly meetings were suspended and efforts have been made to reinstate them. Synergy meetings in Year 2 have begun on specific activities requiring synergies between and among the partners. An example of this needed collaboration is the continuity that must be established between the MOE/EMIS system (*Evaluating Systems*), the SRC (*Learning*) and mSRC (*Learning Supports*) and Edunet (*Learning*).

- E) ***Establishing the infrastructure and common knowledge for effective implementation:*** In its first year, *Learning* searched for, found, and moved into its new space near the MOE/GES. By the end of September, 2015, a revised staffing pattern was completed, staff have been replaced, and new staff successfully recruited. Currently, 90% of the staff is in place.

Regional offices, located in the REO in the 10 regions have been allocated by GES, assessed for refurbishments by FHI360, and work and procurement of furniture are under way to make them ready for use by the regional team. Even before the refurbishment is completed, the *Learning* regional teams have assumed their post and are up and running. The planning for the Reading Festival and the implementation of the baseline data gathering provide evidence that solid working relationships with the regional offices are being established.

This year, *Learning's* staff and MOE/GES partners have participated in a series of trainings on gender, communication, human and institutional capacity development (HICD), financial and procurement procedures to develop a common understanding of the approaches that will shape the interventions to be developed by *Learning*.

Specific accomplishments will be highlighted under each component.

## 2.1 Progress Status

### 2.1.1 Result/Component I

The overall goal of Component 1 is to strengthen the early grade reading and math instruction of teachers of KG1-P3 by improving the quality of the current in-service and pre-service reading programs. The first step to improve the reading performance of the children requires a strategic approach beginning with implementation of the language policy; revising the KG1-P3 reading and numeracy curriculum; identifying and/or producing supplementary materials in local languages; revising the existing policies of Pre-service training (PRESET) and In-service training (INSET) programs with attention to vulnerable populations.

Year One activities are intended to lay the foundation for improving the quality of teaching and *Learning* with focus on reviewing the PRESET and INSET policies and programs. The activities are based on the following four intermediate results:

The activities for Year One work plan under Component 1 are based on the following four life of project intermediate sub-results. This is followed by a description of the activities and the implementation strategies.

- 111: In-service training for reading instruction strengthened for at least 51,000 KG1-P3 teachers using Ghana's current bilingual child literacy curriculum and approach
- 112: Pre-service training for reading instruction improved.
- 113: Increased availability and use of core and supplementary reading materials for teachers and primary school pupils
- 114: Strategies for improving early grade numeracy teaching and *Learning* piloted

#### **Major Accomplishments of Component 1 in Year 1:**

- *G-RAP Working Groups*: The G-RAP Working Groups under Component 1 (Supplementary Materials, INSET/PRESET, Reading and Numeracy Syllabus) have been formed and are functioning. The composition of each working group has wide representation from the MOE/GES and their affiliated institutions (Autonomous Boards, Colleges of Education and Universities) and other education sector partners. Synergies with other donor initiatives such as T-TEL are being developed to ensure complementarity and efficient use of resources.



- *Supplementary materials:* the selection and procurement of 4,230,000 readers from local publishers (64 titles of English and 10 Ghanaian languages) have been completed. The readers will be distributed to 28, 233 KG and public primary schools in January/February, 2016. The selection of the materials involved a panel of GES staff and university lecturers, and used the GES selection methods, enhanced by international best practices on supplementary readers.
- *Reading Festivals:* building upon GES' Book Fairs, Reading Festivals will be conducted in all 10 regions on November 17 (Ashanti, Eastern and Volta Regions), November 24 (Greater Accra, Central Western Regions), and December 2 (Northern, Upper East, Upper West and Brong Ahafo Regions). These festivals are designed to champion reading and to showcase the supplementary readers selected and procured this year.
- *Staffing in place:* All positions in the component have been filled, with the exception of the preservice teacher professional development specialist and two regional teacher professional development coordinators (Ashanti and Volta) that are delayed but will be filled by December 2015.
- *Procurement of the regional vehicles:* Ten pickup trucks have been procured for each of the regional offices to conduct school visits to support teachers.
- *The Math Pilot has been designed:* The resource organization, School to School International (STS), has proposed a design for the Math Pilot and their contract has been approved by USAID. The Math Pilot design will be presented to and finalized with the Reading and Numeracy Syllabus Working Group in December.

Details of the progress in Quarter 4 are captured in the following table:

COMPONENT 1: Teaching and Learning		Accomplishments July - September 2015	Observations
110	MANAGEMENT OF THE COMPONENT		
110-01	Prepare Quarterly and Annual Plans and budgets	<ul style="list-style-type: none"> <li>• The Component completed the third quarterly plan and budgets for September to December, 2015 including the syllabus working Group and the Reading Festivals.</li> <li>• The Component also submitted a monthly budget projections of the various activities for this quarter</li> <li>• The planning and coordination of the component's activities was the subject of a major meeting by the 3 partners at GILLBT this quarter. The team reflected</li> </ul>	<ul style="list-style-type: none"> <li>• The resignation of the Senior Reading Specialist has created a vacuum in the leadership of Component 1. The Executive Director of GILLBT, with the support of the DCOP, have stepped in to provide the necessary leadership to the Component's work.</li> <li>• The coordination of activities have improved significantly</li> </ul>

COMPONENT 1: Teaching and Learning		Accomplishments July - September 2015	Observations
		on issues of coordination and identified the actions necessary to plan and report effectively and to ensure coherence in the component's implementation strategies.	since these meetings. Each partner is contributing to the implementation of the work plan and is playing their role with greater clarity.
110-02	<b>Recruit <i>Learning</i> staff: 10 Regional Coordinators</b>	<ul style="list-style-type: none"> <li>The Olinga Foundation in collaboration with FHI360 has completed the recruitment of the Teacher Professional Development (TPD) Regional Coordinators for all ten regions. The National In-service Teacher Professional Specialist has also been recruited. All the new staff have been oriented.</li> <li>The recruitment for the right person to fill the Preservice Specialist position is ongoing. The goal is to have this person in place during the October-December 2015 quarter.</li> </ul>	<ul style="list-style-type: none"> <li>The Regional Coordinators for the Volta and Central regions will be on-boarded in the next quarter.</li> <li>The position of the Preservice Specialist has been particularly challenging to fill due to the inability of most qualified candidates to come on board full-time, as most are still teaching at their universities.</li> </ul>
110-03	<b>Ensure functionality of Component 1 in the REOs and <i>Learning</i> Regional Hub Offices</b>	<ul style="list-style-type: none"> <li>As part of the effort to establish the regional offices, the component (GILLBT, Olinga and the British Council) teamed up with components 2 and 3 to visit all 10 regions to assess the suitability of offices allocated to the <i>Learning</i> regional team by the REOs and to continue to build the relationship with regional authorities.</li> <li>The Component 1 also teamed up with Components 2 and 3 in the District Roll-out of <i>Learning</i>. As with each component, presentations on the goals of Component 1 were made at the 10 regions visited.</li> </ul>	<ul style="list-style-type: none"> <li>The Regional Education offices visited so far have identified the office space and collaborated with the <i>Learning</i> team to review the office needs.</li> <li>The districts roll-out was a great success (details are presented in Component 3's report for this quarter).</li> </ul>
110-04	<b>Conduct Regional meetings with <i>Learning</i> Partners in four Regional Hub Offices</b>	<ul style="list-style-type: none"> <li>After assessing the potential costs associated with establishing regional hubs, Learning has dropped this strategy. Instead, zonal meetings will be held using Learning's partner spaces (GILLBT in Tamale, and British Council in Kumasi) as needed.</li> </ul>	

<b>COMPONENT 1: Teaching and Learning</b>		<b>Accomplishments July - September 2015</b>	<b>Observations</b>
<b>110-05</b>	<b>Monitor progress of component activities and budgets through monthly reports</b>	<ul style="list-style-type: none"> <li>The weekly reports of Component 1 are produced more regularly and submissions are timelier.</li> </ul>	<ul style="list-style-type: none"> <li>These reports help the keep the senior management and leadership team updated with the weekly activities of the components and helps with the coordination of the activities among the components.</li> </ul>
<b>110-06</b>	<b>Monitor activities for success stories</b>	<ul style="list-style-type: none"> <li>The success story identified for Component 1 in this quarter is the first Mother Tongue Dialogue Café, which was implemented in Tamale on October 2<sup>nd</sup>. Stakeholders and dignitaries from the Upper West, Upper East and Northern Regions attended. Talks by Professor Prah, the COP, and other presenters, and the ensuing group discussions highlighted issues that are crucial to the drafting of the Language Policy.</li> </ul>	<ul style="list-style-type: none"> <li>The success story will be submitted as part of this report.</li> <li>Community members and teaching professionals questioned the commitment of the education sector on mother tongue instruction when books, teacher training, and other educational supports are not made available to support mother tongue instruction. They also brought out the stigma that is associated with speaking local languages in education. These are all issues that will need to be addressed in the Language Policy and its implementation.</li> </ul>
<b>110-07</b>	<b>Prepare Quarterly and Annual Reports</b>	<ul style="list-style-type: none"> <li>This quarter, the report was prepared by members of the team with inputs from the different implementing partners of this Component.</li> </ul>	<ul style="list-style-type: none"> <li>Each implementing Partner (British Council, GILLBT and Olinga), prepared individual reports and then came together to combine and streamline the reports. Both the planning and reporting activities across three different partners requires coordination in order to produce a coherent report.</li> </ul>
<b>110-08</b>	<b>Procure 10 pickup vehicles, one for each of the 10 regional offices, for teacher</b>	<ul style="list-style-type: none"> <li>The In-Kind Grant for the procurement of the vehicles has been developed and the procurement is in progress.</li> </ul>	<ul style="list-style-type: none"> <li>The procurement process is completed pending signing to be done in October. USAID has approved the procurement and the</li> </ul>

<b>COMPONENT 1: Teaching and Learning</b>		<b>Accomplishments July - September 2015</b>	<b>Observations</b>
	supervision (cost include canopies).		vehicles will be delivered next quarter after GES has signed its In-kind Grant Agreement which authorizes the procurement of the regional vehicles.
<b>111</b>	<b>In-service training for reading instruction is strengthened for at least 51,000 KG1-P3 teachers using Ghana's improved bilingual child literacy curriculum and approach.</b>		
<b>111-01</b>	<b>Create and convene an INSET/PRESET Working Group under GRAP Working Group to review and revise the existing INSET policies and programs in early grade reading with particular attention to special needs students and girls.</b>	<ul style="list-style-type: none"> <li>The INSET/PRESET Working Group met during this quarter. Steps were taken to prepare the review of the INSET policies. But it was discovered that the INSET/PRESET policies were revised in 2014, the Working Group's focus shifted to the implementation of the policies and to the inclusion of key activities relative to INSET/PRESET in the G-RAP.</li> <li>A sub-group was mandated to plan a retreat which would bring together key stakeholders from the universities and GES, NTC, and other donor-funded projects, such as T-TEL to develop the implementation strategies that will be contributed to the G-RAP. The retreat is planned for October 13-17, 2015 in Koforidua.</li> </ul>	<ul style="list-style-type: none"> <li>Note: "The Pre-tertiary Teacher Professional Development Policy" produced by NTC/TED in 2014 provides guidelines for recruiting and training teachers and details a career path for teachers' professional development that includes recruitment, certification, licensing and re-licensing requirements.</li> <li>The purpose of the retreat will be to address the changes to make to the PRESET and INSET training programs that would improve the preparation of teachers to improve the reading performance of early grade pupils (KG1-P3).</li> </ul>
<b>111-02</b>	<b>The INSET/PRESET Working Group prepares and submits a draft of the INSET policies and programs to GRAP Working Group to be included in the Ghana Reading Action Plan</b>	<ul style="list-style-type: none"> <li>The October 13-17 G retreat will produce the contributions of the Working Group to the G-RAP. The results will be reported on in the next quarterly report.</li> </ul>	
<b>112</b>	<b>Pre-service training for reading instruction is improved.</b>		

<b>COMPONENT 1: Teaching and Learning</b>		<b>Accomplishments July - September 2015</b>	<b>Observations</b>
<b>112-01</b>	<b>The INSET/PRESET Working Group reviews the PRESET teacher training programs in Colleges of Education and in synergy with the T-TEL activities.</b>	<ul style="list-style-type: none"> <li>• The D/COP for has held meetings with the T-TEL program manager to ensure complementarity in the work of Learning and T-TEL in this domain. T-TEL will send a representative to participate in the retreat and other strategies of collaboration are being discussed.</li> <li>• <i>Learning</i> is aware that T-TEL has the overall responsibility for the preservice capacity building in the system, but would seek ways to combine resources and expertise to improve the courses on Language and Literacy offered in the preservice institutions. This would be done by including T-TEL in all G-RAP Working Groups such as the PRESET/INSET, Reading and Numeracy Syllabus and Supplementary Materials. In addition, T-TEL will be invited to provide feedback on the school Language Policy.</li> </ul>	<ul style="list-style-type: none"> <li>• Both <i>Learning</i> and T-TEL understand the importance of working together and have agreed to include one another's technical experts in their working committees. This will facilitate information-sharing and strategy alignment to avoid duplication of efforts and confusion.</li> </ul>
<b>112-02</b>	<b>The INSET/PRESET Working Group makes recommendations to the GRAP Working Group for the revision of the PRESET teacher training programs for the finalization of the GRAP.</b>	<ul style="list-style-type: none"> <li>• The retreat in October will produce the inputs for the PRESERVICE section of the G-RAP, which will be reported on next quarter.</li> </ul>	
<b>113</b>	<b>The availability and use of core and supplementary reading materials for teachers and primary school pupils are increased.</b>		
<b>113-01</b>	<b>Create and convene a Supplementary Materials Working Group under G-RAP Working Group to conduct a review of existing NALAP and other published materials that can be included in the</b>	<ul style="list-style-type: none"> <li>• The Supplementary Materials Working Group has met numerous times through the quarter to continue the work of selecting and procuring the supplementary materials to be procured for this year.</li> <li>• The next step of the Supplementary Materials Working Group will be to review the policy and practices to support an increase in the availability of</li> </ul>	<ul style="list-style-type: none"> <li>• Details of the selection process are described under Activity 113-02 below.</li> </ul>

COMPONENT 1: Teaching and Learning		Accomplishments July - September 2015	Observations
	revised reading and numeracy curriculum.	supplementary reading materials for early grade children in Ghanaian languages and English. This work will continue in the next quarter.	
113-02	Select and determine the number of teaching and Learning materials to be reprinted and distributed in the 2015-2016 academic year in all districts during the "Book Fairs".	<ul style="list-style-type: none"> <li>The main activity this quarter was to complete the procurement of supplementary reading materials in the Ghanaian languages and English for early grade pupils (KG1-P3) for primary schools in 216 districts in Ghana.</li> <li>Learning worked with GES to identify professionals to review existing ranges of supplementary materials available locally and to select those that are most relevant for boosting interest in and promoting Child Literacy and Numeracy in KG1-P3.</li> <li>An Expression of Interest (EOI) was published on 9th July 2015 to kick start the procurement process. The response from the publishers was overwhelming as more than 7,000 materials were received from 82 bidders/publishers. The large number was due to the submission in triplicates of each title. Whilst the majority of the books supplied were textbooks, a few were posters and alphabet cards. The submissions in the Ghanaian languages were few.</li> <li>The selection instrument consisted of five review categories based on the format that GES uses for reviewing supplementary materials and modified based on suggestions from the FHI360 Literacy team in the Home Office and per the USAID guidelines for developing supplementary materials. Given the large number of materials to be reviewed and the reduced number of assessors who turned up, (32 of 40 invited) it was necessary to devise another method to accelerate the</li> </ul>	<ul style="list-style-type: none"> <li>The procurement procedures of GES and FHI360 were presented and it was found that both procurement procedures are similar, except in the duration of bids: while FHI360 requires a minimum of 10 days for bidders to respond, the MOE/GES requires a minimum of 30 days for major procurements such as the supplementary readers.</li> <li>Given the short time frame to procure the materials, the Core Group opted to use the FHI360 procurement process as it complies with USAID procurement regulations, hence meeting Learning's goal to prepare the MOE/GES to use USAID-compliant procedures for future G2G funding.</li> <li>The Bid Opening and evaluation was done by a team representing FHI360, NCCA and GES.</li> <li>The selection was labor intensive and yielded a number of lessons learned: <ul style="list-style-type: none"> <li>-many of the reading books we not graded;</li> <li>-some of the graphics were not appropriate for the targeted readers;</li> </ul> </li> </ul>

COMPONENT 1: Teaching and Learning		Accomplishments July - September 2015	Observations
		<p>selection process. The method consisted of three stages as described below.</p> <ul style="list-style-type: none"> <li>• Stage 1: “Quick Sort 1”. Here, the main selection instrument was modified by removing many of the details except the essentials such as Quality of the materials, print size, relevance of content to the designated grade level, illustrations, language appropriateness, cultural and gender sensitivity. This resulted in reducing the materials by about 70-80%.</li> <li>• Stage 2: “Quick Sort 2. The same instrument used in Stage 1 was used, but with a focus on those MOST RELEVANT to promoting reading and numeracy skills at the targeted grade level. This resulted in having three groups of materials-- “accepted” for final review, “probable” should there be a need to re-review, and “Rejected” for those that would not contribute much to promote reading and numeracy skills. The rejected materials had spelling errors, long lengthy sentences, lacked learner engagement activities etc.</li> <li>• Stage 3: “Final Sort” This was the final stage in which the main instrument was used meticulously and quality time spent to review the materials in detail.</li> <li>• Upon arrival in Accra, it became obvious that the number of selected materials was still too large and unevenly distributed by level. The Core Group further reduced the number of materials using the following agreed-upon criteria: <ul style="list-style-type: none"> <li>-Language Appropriateness</li> <li>-Font Size and Font Type</li> <li>-Appropriate Story Line/Text</li> <li>-Binding</li> <li>-Cultural context</li> </ul> </li> </ul>	<p>-although the stories were folklores and interesting, the language used were too general not graded or grade appropriate;</p> <p>-the publishers could benefit from training and support on how to produce graded readers. In collaboration with World Reader who already supports the publishers in this domain, <i>Learning</i> will organize a writers’ workshop to help produce supplementary materials using guides produced by USAID and DfID and other best practices.</p> <p>-the supplementary materials are expensive, therefore the policy should seek ways of making them affordable including working with teachers and pupils to write some of the materials.</p> <p>-it is important to seek ways of involving the civil society in the distribution of the materials.</p>



COMPONENT 1: Teaching and Learning		Accomplishments July - September 2015	Observations
		<p>-Gender sensitivity</p> <ul style="list-style-type: none"> <li>The final number of titles was 184. The publishers of these materials received a Request for Quotes (RFQ).</li> <li>On September 29, 2015 the FHI360 procurement team approved the process and a Purchase Order (PO) was issued.</li> <li>The results of the procurement are as follows: <ul style="list-style-type: none"> <li>-4,230,000 books were procured;</li> <li>-64 titles: English materials: 23 (KG1 – 5, KG2 – 5, P1 – 5, P2 – 4, P3 – 4); for the Ghanaian Language materials: 41 (Gonja – 4, Kasem – 2, Ga – 3, Fante – 6, Ewe – 5, Akwapim Twi – 7, Asante Twi – 4, Dagare – 4, Dagbani – 4 and Dangbe – 2).</li> </ul> </li> </ul>	
113-03	Develop a “rapid training” program for teachers in the use of the selected reading materials using traditional and innovative technology-based training strategies	<ul style="list-style-type: none"> <li>After review of the options for providing rapid training to the teachers in the use of supplementary materials, the <i>Learning</i> team agreed to leverage existing expertise in British Council in this domain and to develop the “rapid training” manual.</li> <li>During the next quarter, British Council will draw from its bank of experts to develop a manual/guide for the training of teachers on the use of the supplementary materials. This will work begin during October-December 2015.</li> </ul>	<ul style="list-style-type: none"> <li>Given the delays in the procurement process, the training will occur during the January-March 2016 quarter.</li> </ul>
113-04	Print the selected supplementary materials to be distributed during the “Book Fairs”	<ul style="list-style-type: none"> <li>The Purchase Order was issued to the publishers, and the branding design was prepared for USAID’s approval, which is expected in the first week of October 2015.</li> <li>To prepare for the distribution of the materials, the Regional teams administered a questionnaire and gathered data on Ghanaian languages spoken in the early grades. This data is</li> </ul>	<ul style="list-style-type: none"> <li>The distribution preparation involved working with <i>Learning’s</i> Regional Coordinators to gather current statistics on schools in the Districts.</li> <li><i>Learning</i> will request that Regional Coordinators and REOs identify temporary storage facilities at the</li> </ul>



COMPONENT 1: Teaching and Learning		Accomplishments July - September 2015	Observations
		<p>being used to inform the distribution plan.</p> <ul style="list-style-type: none"> <li>The publishers will distribute to the Regional Head Offices, while <i>Learning</i> will work with the regions to distribute to schools in the second week of January 2016 (note that the publishers need a minimum of 8-10 weeks to print).</li> </ul>	<p>regional centers to store the books for onward delivery to the districts and schools.</p> <ul style="list-style-type: none"> <li><i>Learning</i> is exploring storage options in the classrooms and schools to make the books more accessible to teachers and pupils. This includes weather-friendly trunks that can be moved around and kept in a corner in the classroom and secured in the Head Teachers' office.</li> </ul>
113-05	Plan and implement the "Book Fairs" to distribute and train teachers on the use of the selected supplementary reading materials in the 35 <i>Testing</i> clusters (216 districts).	<ul style="list-style-type: none"> <li>A Task Force was set up under the Supplementary Materials Working Group to organize the Book Fairs, which have been renamed "Reading Festivals." The Task force was made up of the Ghana Book Development Council, Ghana Publishers Association, Ghana Library Authority, MOE/GES and the <i>Learning</i> Partners, with leadership provided by British Council.</li> <li>The Reading Festival Task Force had its first meeting on August 12, 2015 at the GES Director General's Conference Room, headed by British Council. At this meeting members agreed to adopt 'Reading Festivals' as it portrays a broader view of the outcomes of the 'Book Fairs'. A TOR for the Task Force was developed and adopted.</li> <li>Four sub-groups were formed to develop work plans for: Concepts and Activities for the Reading Festival; Event Management; Sponsorship; Monitoring and Evaluation.</li> <li>Through a series of regular meetings, critical decisions to ensure the feasibility</li> </ul>	<ul style="list-style-type: none"> <li>The Reading Festival this year will be used as a benchmark for the scaled-up versions in the subsequent years.</li> <li>Due to the complex nature of planning and implementing the Reading Festivals, planning will have to start early to ensure adequate preparation.</li> <li>The Reading Festival will be part of the school annual calendar of activities;</li> <li>List of reading events and activities will be made known early in the year to help schools prepare.</li> <li>Develop a coherent partnership strategy to enlist partners to commit annually.</li> </ul>

COMPONENT 1: Teaching and Learning		Accomplishments July - September 2015	Observations
		<p>of the Reading Festival. The following dates and activities were decided upon: The Festivals will be held for one day in the regional capitals of all 10 regions and will be held November 17th – 2nd December, 2015.</p> <ul style="list-style-type: none"> <li>The 10 regions were zoned into 3 comprising of: <ul style="list-style-type: none"> <li>-Zone 1: Nov. 17, 3 Regions conducting simultaneously- Ashanti, Eastern and Volta Regions</li> <li>-Zone 2: Nov. 24, 3 Regions conducting simultaneously- Greater Accra, Central Western Regions</li> <li>-Zone 3: Dec. 2, 4 Regions conducting simultaneously- Northern, Upper East, Upper West and Brong Ahafo Regions</li> </ul> </li> </ul>	
113-06	Monitor the use of the distributed books in a sample of classrooms	<ul style="list-style-type: none"> <li>The plan to monitor the use of the supplementary materials is built into the scope of work defining <i>Learning's</i> partnership with GNECC and NNED as resource partners.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>They will propose the strategies that they have used in the past in this domain, which will be adapted as appropriate by <i>Learning</i>.</li> </ul>
114	Strategies for improving Early Grade Numeracy teaching and <i>Learning</i> are piloted		
114-01	Design the early grade numeracy pilot	<ul style="list-style-type: none"> <li>The contract with School to School (STS) International, <i>Learning's</i> partner on this activity, was submitted to USAID and approved on September 30, 2015, thus, paving the way for the activation of the implementations plans.</li> </ul>	
114-02	Ensure that the concepts of the design of the early grade numeracy pilot are integrated into the curriculum revision process	<ul style="list-style-type: none"> <li>In December, STS is scheduled to come to Ghana to meet with the <i>Learning</i> team, CRDD, NCCA, NTC, and TED, on the design of the Math Pilot and strategize on its integration into the review of the reading curriculum.</li> </ul>	

## 2.1.2 Result/Component 2

The overarching goal of Component 2 is to strengthen the management systems of the MOE/GES and its affiliated institutions at the national and decentralized levels, in particular the Autonomous Boards, (NCCA, NTC, and NIB) and the Special Education Unit (SEU), Islamic Education Unit (IEU), and the Gender Education Unit (GEU). Strengthening the management and financing systems can facilitate effective implementation of the improved reading strategies sought under the GRAP; this includes focusing on the strengthening of the districts to assume their responsibilities for ensuring that quality early grade reading is offered and managing the finances that support early grade reading activities and strengthening the GES' oversight of such activities through strengthened financial systems. In a decentralized system, the Autonomous Boards play increasingly important roles in shaping the policy and programs that are managed at the district level.

The activities for the Year One work plan under Component 2 are based on the following three five-year intermediate sub-results:

- 211: The language policy of the MOE is strengthened.
- 212: The technical and financial management systems of the MOE/GES, NIB, NTC, and NCCA are strengthened
- 213: Strategies for improving teacher attendance and time on task are identified and piloted.

#### ***Major Accomplishments of Component 2 in Year 1:***

- *Language Policy revised:* The G-RAP Language Policy Working Group (LPWG) was launched by the Minister of Education and has met regularly to discuss issues relative to local language in education, and to review and revise the Language Policy. Chaired by NCCA's Executive Secretary, the LPWG is comprised of world renowned Ghanaian language specialists and supported by international experts on the use of mother tongue in education in Africa and around the world. Together, they have revised the language policy and are working on the implementation plan that will be incorporated into the G-RAP. The LPWG has held the first of several Mother Tongue Dialogue Cafes in Tamale with an audience of over 50 participants, which included education administrators, teachers, university students, village chiefs, and civil society organization partners to mobilize support for the policy's bilingual approach to reading.
- *Decentralization stakeholder consultations conducted:* The Decentralization Task Force (DTF) was supported by *Learning* this year to complete the final stages needed for the passage of the Education Bill. Stakeholder consultations were held by DTF and GNECC throughout the country, reaching over 800 stakeholders from all 10 regions. These consultations have produced important inputs into the bill, which will be incorporated before the bill is sent to the Parliament. Other efforts by GNECC and the DTF to help the parliamentarians become more familiar with the bill are scheduled for October –December, with the goal of having the bill presented and passed by January 2016.
- *Progress in the establishment of the Autonomous Boards made:* *Learning* supported the three Autonomous Boards with the development of their organizational documents. Schemes and conditions of service, and organograms were developed and finalized for each board, thereby enabling them to move through the process of receiving public fund support for their work. Their

office spaces have been assessed for rehabilitation and decisions will be made about the viability of those spaces once scenarios for their functionality have been produced by a hired engineering/architectural firm. The three vehicles for the Boards have been procured and will be handed over in November.

- *Teacher Time on Task data collected:* Using FHI360's Opportunity to Learn (OTL) tool, the baseline data for the study of teacher time on task has been conducted. FHI360 digitized the existing tool and improved it to provide more fine-tuned data from teacher observations in class. Data on the use of language in the classroom has been incorporated into the tool.

Details of the activities accomplished under Quarter 4 are presented in the following table:

COMPONENT 2: Strengthened Systems		Accomplishments July – September 2015	Observations
<b>210</b>	<b>MANAGEMENT OF THE COMPONENT</b>		
<b>210-01</b>	<b>Prepare Quarterly and Annual Plans and budgets</b>	<ul style="list-style-type: none"> <li>• Component 2 prepared the quarterly plans with the contributions from all technical experts working on various activities.</li> <li>• GIMPA has received support from FHI360's Home Office backstop to plan and follow-up on the activities in the work plan.</li> <li>• The GIMPA team worked with the diverse MOE/GES partners and resource partners to plan and implement the activities in the work plan.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>210-02</b>	<b>Recruit <i>Learning</i> staff (national and regional)</b>	<ul style="list-style-type: none"> <li>• On July 28<sup>th</sup>, a meeting was held with the Rector of GIMPA to address lingering issues related to 100% time of the Senior Capacity Building Advisor and other staffing issues and their effects on the performance of GIMPA.</li> <li>• One conclusion from the meeting was that the Senior Capacity Building Advisor could not honor the full-time requirement of the position, and would therefore have to be replaced.</li> <li>• The Job Description of the Senior Capacity Building Advisor position was revised and a head-hunting strategy to recruit talent from GIMPA and FHI360's</li> </ul>	<ul style="list-style-type: none"> <li>• The gap in leadership of the component has engendered challenges in the implementation of the activities, which has prompted FHI360 to increase the support provided by the Home Office team.</li> <li>• The changes that were made as an outcome of the meeting with the Rector and an assessment of GIMPA's role in <i>Learning</i>, are now incorporated into</li> </ul>

COMPONENT 2: Strengthened Systems		Accomplishments July – September 2015	Observations
		<p>network was put in place to recruit a replacement. A panel composed of GIMPA and FHI360 staff was put in place to review CVs and interview candidates.</p> <ul style="list-style-type: none"> <li>• Mr. Patrick Yankey (GIMPA HR staff) was brought in to serve as interim Senior Capacity Building Advisor and to help with the “strategic planning” exercise with the Autonomous Boards.</li> <li>• Another outcome of the meeting with the Rector was the revision of the positions needed to carry out the mandate of GIMPA in component 2 this year and in the out years of <i>Learning</i>. For example, the Blended Learning specialist position now incorporates the tasks relative to implementation of an HICD approach to capacity development. The Systems’ Analyst position, while full-time this year, will be tasked with Short Term Technical Assistance.</li> <li>• Due to the leadership gap, the G-RAP Task Force has had a very slow start. GIMPA recruited a Consultant (Dr. Stanley Coffie) to manage the G-RAP Task Force and to support the production of the G-RAP.</li> <li>• The IT Specialist has resigned and has been replaced by another GIMPA staff; and the HICD Blended Learning Advisor has been recruited and will join the team in October.</li> <li>• Recruitment for vacant positions will be completed during the October-December 2015 quarter.</li> </ul>	GIMPA’s scope of work for the life of the Activity.
210-03	Ensure functionality of Component 2 in the REOs and <i>Learning</i> Regional Hub Offices	<ul style="list-style-type: none"> <li>• All Capacity-Building Regional Coordinators were actively involved in the tour to establish <i>Learning</i>’s regional offices within GES Regional Offices. The coordinators were also tasked to help</li> </ul>	

COMPONENT 2: Strengthened Systems		Accomplishments July – September 2015	Observations
		<p>assess the installation needs of the regional offices.</p> <ul style="list-style-type: none"> <li>• The regional tours allowed <i>Learning</i> to meet regional directors and planning officers, to identify “Points of Contact” (POC) for the regions as well as review office space for rehabilitation, review vendors for office supplies, car garage to service allocated regional vehicles and to meet some district directors to introduce the project and activities.</li> <li>• Component 2 actively participated in the planning and implementation of the district roll out of <i>Learning</i> (more fully described in Component 3).</li> <li>• Component 2 regional coordinators have been deployed to their various regional posts to co-plan with GES staff for the upcoming Reading Festivals, Baseline surveys exercise, as well as the Language Policy Dialogues cafes’ across the country.</li> </ul>	
210-04	Conduct Regional meetings with <i>Learning Partners</i> in four Regional Hub Offices	<ul style="list-style-type: none"> <li>• The Regional Hub strategy has been abandoned. Instead, zonal meetings will take place as needed using the facilities of GILLBT in Tamale and British Council in Kumasi and other GES facilities.</li> </ul>	
210-05	Monitor progress of component activities and budgets through monthly reports	<ul style="list-style-type: none"> <li>• In the absence of the Senior Capacity Building Advisor, the Coordinator of GIMPA assures the submission of weekly component updates both in writing and at the weekly senior management leadership team meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Indeed, the Coordinator has assumed the de facto leadership role for GIMPA and works to ensure the implementation of the work plan activities and supports the preparation of the budgets under the In-Kind Grants.</li> </ul>
210-06	Monitor activities for success stories	<ul style="list-style-type: none"> <li>• A major activity that was implemented this quarter is the stakeholder consultative workshops, implemented by the Decentralization Task Force and GNECC. This process is being developed</li> </ul>	

<b>COMPONENT 2: Strengthened Systems</b>		<b>Accomplishments July – September 2015</b>	<b>Observations</b>
		as a success story for submission this quarter and to support the Annual Report.	
<b>210-07</b>	<b>Prepare Quarterly and Annual Reports</b>	<ul style="list-style-type: none"> <li>Each member of the Component 2 team has been tasked to prepare their contribution to the report (Quarterly and Annual) through their weekly reporting activities (Bi-weekly reports). This Annual and Quarterly report was completed with the inputs of the technical teams of Component 2.</li> </ul>	
<b>211</b>	<b>The language policy of the MOE is strengthened.</b>		
<b>211</b>	<b>Create and convene the GRAP Task Force to orient and coordinate the finalization of the GRAP through a national dialogue with multiple stakeholders to build national buy-in for the GRAP and set benchmarks and goals of reading excellence in primary schools.</b>	<ul style="list-style-type: none"> <li>The G-RAP Task Force was launched on August 24, 2015, in the Ministers Conference Room. The Deputy Min. of Education chaired the launch and officially inaugurated the G-RAP Task Force. Diverse education stakeholders (Deputy Ministers, Education Group of the Parliament, Universities, UNICEF, Social Impact, etc.) attended the launch.</li> <li>A Core Group of the Task Force was formed and has met and worked to revise the TORs following the feedback provided by the Task Force.</li> <li>The Core Group of the G-RAP Task Force is working to create a framework and guidelines for the submission of the various working groups. Their strategy includes attending the meetings of the Working Groups to understand the status of their work and how to help guide their inputs.</li> <li>The Core group is reviewing diverse examples of Reading Action Plans from Rwanda, South Africa, and the G-RAP matrix. The team has attended and contributed to the planning of the INSET/PRESET retreat and will use this</li> </ul>	<ul style="list-style-type: none"> <li>The launch of the G-RAP Task Force had wide press coverage.</li> <li>The Working Groups that were created to provide content to the components of the G-RAP have taken the lead in their work; and due to the delay in the start-up of the G-RAP Task Force, the Working Groups are more advanced in the preparation of their inputs.</li> </ul>

COMPONENT 2: Strengthened Systems		Accomplishments July – September 2015	Observations
		strategy as a model for the contribution of the other working groups.	
211-02	Create a Language Policy Working Group within the Reading and Numeracy Curriculum Revision Task Force and conduct “Mother Tongue Policy Dialogue Cafes” on the language policy in the Zones of Accra, Tamale, and Kumasi to gather community input for the finalization of the Language Policy.	<ul style="list-style-type: none"> <li>The Language Policy Working Group (LPWG) has been meeting bi-weekly on Fridays at the GILLBT Guest House. Chaired by the Executive Secretary of NCCA, these regular LPWG meetings have led to an increasing commitment of not only members, but the various institutions they represent (Universities, Bureau of Ghana Languages, representative of parents etc.) This is also gradually building and consolidating an advocacy platform through the debates and discussions as members are being prepared to meet the various stakeholders when the language policy is presented to the communities through the Mother Tongue Dialogue Cafes.</li> <li>In this quarter, the meetings were well attended with an average number of members ranging from 15-25 persons. In-depth discussions were held with the Chairman, ensuring that the meetings ended with a clear outline of next steps and tasks assigned to members for follow up.</li> <li>In order to frame the issues surrounding the language policy and its implementation in Ghana, a “Lecture Series” was initiated, in which an expert presents on an aspect of language policy to the working group and invited guests. The aim is to provide the background and context for the working group and to frame the issues in a Ghanaian and broader context.</li> <li>There were lectures were this quarter. On August 21, 2015, Dr Barbara Trudell spoke on "Tools and Strategies for the Development of a Language Policy for Education." Her presentation aimed at</li> </ul>	<ul style="list-style-type: none"> <li>Having two expert presentations to the LPWG helped to provide a link between the policy discussions of the LPWG and the comparative experiences across the world. In addition these presentations and subsequent discussion created a space to debate the role of African languages in African development.</li> <li>The data base is providing and making available a broader reference base.</li> </ul>



COMPONENT 2: Strengthened Systems		Accomplishments July – September 2015	Observations
		<p>unveiling tools and strategies for the development of a language policy for education that will support and serve the Ghana Reading Action Plan. She explored the context underlying the language policy choices of a range of African nations and presented features of effective language-in-education policy as well as some key issues related to policy implementation</p> <ul style="list-style-type: none"> <li>• On September 25, 2015 Emeritus Professor KWESI KWAA PRAH spoke on "African Languages in African Education and Development." His presentation explored the importance of the use of African languages in education and its centrality in the effort to make progress in development. For him, in spite of evidence from countries in Asia and Latin America, the use of local languages in education and policies to support its implementation in Africa remains fraught with challenges.</li> <li>• A database of language policy documentation is another activity that has been ongoing alongside the other activities of the LPWG. These include articles and books published, which address issues on the Language policy.</li> <li>• Development of the TOR for the "Mother Tongue Policy Dialogue Cafes" - Budgets and other logistic planning for the implementation of the MT dialogues to the various regions have been produced. The first MT Café is slated to happen at GILLBT's Guest House in Tamale on October 2, 2015.</li> </ul>	
211-03	Prepare and submit draft Language Policy to NCCA Board for approval.	<ul style="list-style-type: none"> <li>• A technical task force for the drafting of the language policy has been set up; The members are: <ul style="list-style-type: none"> <li>◦ Prof. Gilbert Ansre</li> </ul> </li> </ul>	

COMPONENT 2: Strengthened Systems		Accomplishments July – September 2015	Observations
		<ul style="list-style-type: none"> <li>◦ Prof. Florence Dolphyne</li> <li>◦ Prof Akosua Anyidoho</li> <li>◦ Dr. Samuel Atintono</li> <li>◦ Dr. Charles Owu-Ewie</li> <li>◦ Paul Opoku-mensah(Ex-officio)</li> <li>◦ Charles Aheto-Tsegah(Ex-officio)</li> <li>◦ Prof. Kwesi Prah-Consultant</li> <li>◦ Dr. Barbara Trudell-Consultant/Facilitator</li> </ul> <p>The engagement of these leading experts both inside and outside of Ghana has enabled the LPWG to ensure the technical legitimacy that was argued in the TOR.</p>	
211-04	<b>Create and convene the Reading and Numeracy Syllabus Development Working Group to review and revise the KG1-P3 reading and numeracy curriculum, taking into consideration Special Education and international best practices</b>	<ul style="list-style-type: none"> <li>• The draft TOR of the Reading and Numeracy Syllabus Working Group (RNSWG) has been drafted, and the maiden meeting will occur in October.</li> </ul>	
211-05	<b>The G-RAP Working Group gathers inputs from the INSET/PRESET, Supplementary Materials, Language Policy, and Reading and Numeracy Syllabus Working Groups, and the GRAP Communication Task Force</b>	<ul style="list-style-type: none"> <li>• In order to facilitate a productive contribution of the different working groups to the G-RAP document, a plan is being devised to have each working hold a retreat to produce their final inputs. This strategy is also intended to help ease the challenges of having all participants present at weekly meetings of the working group. Moreover, given that the leadership of these working groups are drawn from the NCCA, NTC, and the <i>Learning</i> POCs from GES, this strategy will help minimize the scheduling challenges faced by these different working groups.</li> </ul>	

<b>COMPONENT 2: Strengthened Systems</b>		<b>Accomplishments July – September 2015</b>	<b>Observations</b>
<b>212</b>	<b>The technical and financial management systems of the MOE/GES NIB, NTC, and NCCA are strengthened.</b>		
<b>212-01</b>	<b>Based upon the results of the USAID institutional assessments of the MOE/GES, and the GPEG experience, identify priority interventions to improve the technical and financial management systems in support of reading.</b>	<ul style="list-style-type: none"> <li>Members of the Component 2 team had consultative meetings with GES to understand the GPEG experience in implementing the program directly with the districts. These meetings are helping to clarify some of the areas of strengths and challenges in the technical and financial management of programs at GES, which will help guide the work of <i>Learning</i> as it shapes the activities that are to take place at the district and regional levels.</li> <li>FHI360 has brought on board a local staff member, Keith Aulick, to support the preparation of the G2G strategy. Keith will begin his work in October.</li> </ul>	
<b>212-02</b>	<b>Provide capacity-building support in priority areas in HRM and financial management and procure necessary tools to improve systems implementation and performance.</b>	<ul style="list-style-type: none"> <li>The capacity-building activities are being planned for as part of the Year 2 plan.</li> </ul>	
<b>212-03</b>	<b>Based on the USAID assessment and GPEG experience, design and prioritize interventions with PBME and GES Planning and Budgeting division to prepare for G2G funds.</b>	<ul style="list-style-type: none"> <li>The HICD workshop has helped to identify the strategies that will need to be employed to shape improved practices in support of reading at the district level.</li> <li>These strategies will be further developed within a plan for implementation in the Year two Work plan.</li> <li>The GPEG experience has allowed Component 2 Members to have a clearer idea about how to approach the implementation of the District Reading</li> </ul>	<ul style="list-style-type: none"> <li>If the Education Bill passes, as planned, funding directly to the district will likely be the strategy used, as opposed to passing the funds through GES. The decision will be made in consultation with GES.</li> </ul>

COMPONENT 2: Strengthened Systems		Accomplishments July – September 2015	Observations
		Grants, and how the flow of funds have been implemented. Learning will use the best practices from this model to develop the plans for implementing the District Reading Grants.	
212-04	Work in collaboration with <i>Evaluating Systems</i> on the assessment and design of MEL and Information Systems of the MOE/GES	<ul style="list-style-type: none"> <li>Meetings between Learning and Evaluating Systems were attempted, but scheduling conflicts prevented them from taking place. In addition, the regular participation of <i>Learning's</i> ICT Systems Specialist was interrupted when this GIMPA staff resigned.</li> <li>The SRC specialist is seeking opportunities to establish a collaboration with UNICEF, Social Impact and <i>Learning</i> to establish the integration of these system components for which each of these partners have some responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>A new ICT Systems Specialist is being recruited by GIMPA.</li> <li>This coordination and integration are critical to the work of all three partners in support of the MOE/GES.</li> <li>The collaboration has not happened as effectively as it should. But efforts are being made at the leadership level between the organizations to rectify this situation.</li> </ul>
212-05	Based upon the assessment results and the proposed designs of <i>Evaluating Systems</i> , implement priority interventions in M&E and IT identified by the MOE/GES using grants	<ul style="list-style-type: none"> <li>The assessment results of <i>Evaluating Systems</i> were not yet shared with partners. Plans to present the findings and to validate them are underway. Unfortunately, the dates retained for the validation meetings conflicted with already scheduled activities of <i>Learning</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Follow-up meetings will be held with Social Impact.</li> </ul>
212-06	Procure ISP services and equipment with MOE/GES/IT department to support EduNet	<ul style="list-style-type: none"> <li>This activity was viewed as non-sustainable because the EduNet equipment and infrastructure are not intact. A proper strategy will be developed and integrated into the system being proposed to the MOE/GES under the <i>Evaluating Systems</i> mandate.</li> </ul>	
212-07	Identify potential private sector contributors to IT	<ul style="list-style-type: none"> <li>Several suggestions for PPP partners have been made by the outgoing IT Systems Spec list. These suggestions</li> </ul>	<ul style="list-style-type: none"> <li>The newly recruited Senior Capacity Building Advisor</li> </ul>

<b>COMPONENT 2: Strengthened Systems</b>		<b>Accomplishments July – September 2015</b>	<b>Observations</b>
	<b>solutions as cost-share</b>	<p>include connecting with the Director of IBM, NITA, and others.</p> <ul style="list-style-type: none"> <li>Follow-up activities will be implemented during the October-December 2015 quarter.</li> </ul>	will play a significant role in securing these partnerships.
<b>212-08</b>	<b>Provide technical and financial support to the Decentralization Task Force to pass the decentralization law</b>	<ul style="list-style-type: none"> <li>An aggressive plan of action for pushing forward the passage of the education bill was produced in July-August. Meetings were held with the members of the Decentralization Task Force (DTF): Dr. Augustine Tawiah, Benjamin Afful-Director, MoE (LRTF) and Yao Ishaq Alhassan- Director, Min. of Local Gov. &amp; Rural Dev. (LRTF)) at NIB office to consolidate the plans and the budgets allocated to support the activities of the DTF towards the passage of the bill. The DTF was also briefed on the procedures for accessing the In-kind grant that supports this activity.</li> <li>The plan developed proposes to hold stakeholder consultation meetings in three zones (Northern, Middle &amp; Southern Zones). These meetings are scheduled to take place in September/October.</li> <li>While the DTF focused on education stakeholders, GNECC focused on citizen inputs into the bill. They plan to conduct stakeholder consultations in Tamale, Kumasi, Bia, and Accra, while the DTF will conduct them in Tamale, Sunyani, Koforidua, and Accra.</li> </ul>	
<b>212-09</b>	<b>Conduct a rapid needs assessment of the Autonomous Boards</b>	<ul style="list-style-type: none"> <li>With STTA support from FHI360, a workshop was held in Koforidua and at GIMPA with the staff and council members of NIB, NTC, and NCCA to develop the schemes of service and conditions of service—documents that spell out the staffing, organogram, and functions of the Boards—and that are</li> </ul>	

COMPONENT 2: Strengthened Systems		Accomplishments July – September 2015	Observations
		<p>critical to the establishment of the Boards.</p> <ul style="list-style-type: none"> <li>• The draft documents produced will be reviewed and approved by the councils of the boards. These documents will have the following information: Scheme of Service; Conditions of Service; organograms for each Boards; and Job descriptions.</li> <li>• In order to help the Boards develop more functionality and to implement their activities (including those of <i>Learning</i>), program managers will be hired by GIMPA and seconded to the Boards.</li> <li>• NCCA has inaugurated their board members on the 23rd of September 2015 in a ceremony presided by the Minister of Education.</li> </ul>	
212-10	<b>Support the Autonomous Boards in the procurement of equipment, 3 cars, and to rehabilitate space the spaces at the national and zonal levels (Kumasi &amp; Tamale)</b>	<ul style="list-style-type: none"> <li>• This quarter, the assessment of the work needed to rehabilitate the office spaces of the NCCA and NIB in Accra, Kumasi, and Tamale, was conducted by an engineering firm, Spaysis, which was selected from an open bid. The findings will be submitted in October.</li> <li>• The procurement of the vehicles for all three boards was completed and exemption for purchasing Toyotas was obtained from USAID. The vehicles will be delivered in October/November.</li> </ul>	
212-11	<b>Implement capacity-building interventions and provide ongoing technical assistance and training in organizational and systems development to the Autonomous Boards</b>	<ul style="list-style-type: none"> <li>• The capacity-building interventions will be based upon the results of the strategic planning process to be undertaken with the boards to identify short, medium, and long-term needs and plans.</li> </ul>	

<b>COMPONENT 2: Strengthened Systems</b>		<b>Accomplishments July – September 2015</b>	<b>Observations</b>
<b>212-12</b>	<b>Use the grants to support the Boards' lead activities in the <i>Learning</i> work plan by modeling, training, and coaching on the disbursements and reconciliations</b>	<ul style="list-style-type: none"> <li>The executive secretary of the Boards have been engaged and involved with the processes of disbursing funds to support the activities covered under the In-Kind Grants.</li> <li>The In-Kind Grants were put in place this quarter and signed by the Boards and GES. Training on the FHI360/USAID processes for procurement, finance, etc. related to the disbursement of the grants will be provided in the next quarter.</li> </ul>	<ul style="list-style-type: none"> <li>Indeed, the experience of disbursing the grants to support the activities such as the stakeholder consultations indicate that there will need to be intensive training and coaching on these procurement and finance procedures. There was a lot of resistance to the procedures that will need to be overcome in the coming months.</li> </ul>
<b>213</b>	<b>Strategies for improving teacher attendance and time on task are identified and piloted.</b>		
<b>213-01</b>	<b>Conduct initial pilot research using FHI 360 Opportunity To Learn (OTL) tool to identify problems related to children's opportunity to learn and build the capacity of national and district personnel to administer the OTL.</b>	<ul style="list-style-type: none"> <li>The OTL baseline data collection began this quarter. The OTL tool that has been used by FHI360 all over the world was digitized and enhanced to capture the observation data on the use of local language and English language by teachers.</li> <li>Data collectors recruited from the pool of GNECC/NNED consultants and from the GES were trained and deployed shortly after to the field to collect data.</li> </ul>	<ul style="list-style-type: none"> <li>Samsung pads were procured to support this and the other baseline data collection activities.</li> </ul>
<b>213-02</b>	<b>Analyze data from the OTL pilot and produce report on initial findings to inform the design of an intervention with the support of national and district personnel.</b>	<ul style="list-style-type: none"> <li>This activity is slated for next quarter.</li> </ul>	

### 2.1.2 Result/Component 3

The goal of Component 3 is to improve accountability and transparency in school management by uniting parents, schools and districts to strengthen school capacity in planning, performance monitoring and appraisal

with the main objective of promoting reading and numeracy. There are three categories of activities to achieve under this component. First, is reviewing and strengthening the existing structure for school improvement. The second is providing training to build the capacity of District Directorate of Education, District Education Oversight Committees, District Education Offices, School Management Committees, and Parent/Teacher Associations etc. to plan, monitor and appraise school performance using the School Report Card system to communicate progress. Third, is to prepare and provide USAID-disbursed grants to “performing and transitioning” districts to implement their respective Reading Action Plan.

The activities for the Year One work plan under Component 3 are based on the following three life of project intermediate sub-results:

- 311: School management and decision-making structures for community engagement are supported.
- 312: District Reading Grants are used effectively by “performing” districts to help promote reading and improve related basic education management practices.
- 313: GES School Report Card program is improved and expanded.

***Major accomplishments by Component 3 in Year 1:***

- *Stakeholder engagement conducted:* This year, Component 3 has spearheaded deep stakeholder engagement through the regional launch held in Accra, regional visits to establish the *Learning* offices, the District introductory meetings held in all 10 regions of the country, and with the deployment of 75% of the *Learning* regional staff in the Regional Education Offices. Building the presence of *Learning* in the GES regional and district offices is critical to the efforts of this component to build trust and effective working relationships with the system’s actors. These strategies will help build ownership of the activities of *Learning* and lead to more sustainable solutions to rendering school management structures to work more effectively and in support of bilingual reading. A testimony to the ownership of *Learning*’s activities can be witnessed in the Regional Director’s involvement in the implementation of the Reading Festivals. Initiatives have been taken by different regions, surpassing the basic plans that had been developed by the national working group.
- *Selection of Districts completed though pending approval:* *Learning* worked productively with Component 2’s POC to select the performing and transitioning districts. Using EMIS data, the POC with the support of *Learning*’s staff developed a selection methodology that was vetted with diverse GES and MOE stakeholders to derive a ranking of all 216 districts based on indicators of quality and gender. Weighted for equity between the northern and southern regions, the result is 165 districts have been identified for *Learning*’s interventions: 61 performing and 105 transitioning districts. Though the selection has been approved by the leadership of GES, it is still awaiting approval by the Minister of Education.
- *Baseline survey on school management structures conducted:* Component 3 collaborated with the Monitoring, Evaluation and Learning (MEL) team to produce the questions and administer the survey on school management structures. Through this survey, the component hopes to learn about the functionality of these structures in a sample of schools in the targeted districts, and identify issues that can be further



explored through a mapping of the causes of the dysfunctionality of these structures. The mapping exercise will be conducted in December.

- *Gender assessment conducted:* A gender assessment has also been undertaken to identify how gender inequalities manifest in the school system. Findings will be used to support development of performance solution packages to build the capacity of the *Learning* team and MOE/GES structures to plan, monitor and appraise school performance that promotes inclusive approaches to early grade reading excellence.
- *Synergies with UNICEF and GES on mSRC created:* Given the interrelated mandates of *Learning* and *Learning Supports* on the SRC, this year, *Learning* has spent time this year to learn about and from the MSRC pilot implemented by UNICEF and the GES. Meetings have been held between the partners to understand the technical dimensions of the mSRC tool. FHI360's experts from Washington have conducted site visits to Ghana and discussed at length the mobile solution in order to ascertain its use and scalability. By the end of the fiscal year, conversations have been held between *Learning*, *Learning Supports*, GES, and *Evaluating Systems* to identify how to build an integrated system that includes SRC and Edunet into the EMIS system.

Details of the accomplishments for Quarter 4 are captured in the following table:

COMPONENT 3: Increased Accountability and Transparency		Accomplishments July-September 2015	Observations
310	MANAGEMENT OF THE COMPONENT		
310-01	Prepare Quarterly and Annual Plans and budgets	<ul style="list-style-type: none"> <li>• The team has developed its plans submitted them on time. Detailed budgeting/costing for component 3 activities were prepared for the period of April to September 30<sup>th</sup> 2015 with support of <i>Learning</i> Finance team.</li> <li>• The Component lead supported the process of developing documentation for In-kind Grant agreements for GES activities that fall under Component 3.</li> </ul>	
310-02	Recruit <i>Learning</i> staff (national and regional)	<u>National Staff:</u> <ul style="list-style-type: none"> <li>• The Gender and Vulnerable populations Specialist was successfully recruited and she assumed her role in early August 2015.</li> <li>• The Communications and Publications Specialist was also successfully recruited and he assumed his role on 3<sup>rd</sup> August 2015.</li> </ul>	<ul style="list-style-type: none"> <li>• To meet the need for administrative support to all the components at the national level, four National Service Personnel have been requested. To date one has been assigned, and the other three will arrive in October.</li> </ul>

COMPONENT 3: Increased Accountability and Transparency		Accomplishments July-September 2015	Observations
		<ul style="list-style-type: none"> <li>Both were on boarded through meetings with the COP to orient on scope of work for the roles. For the Gender Specialist a link has been established with the senior Technical gender Advisor for FHI360 who will be working with the Gender Specialist to conduct the gender analysis and strategy for the project.</li> <li>On 10<sup>th</sup> and 11<sup>th</sup> September 2015, a programmatic and financial orientation for all <i>Learning</i> staff including partner regional staff was held, to support Regional, District, School and Community stakeholders to implement activities of <i>Learning</i>.</li> <li>During the meeting the COP emphasized the need to draw on synergies with other USAID and donor activities, and the approach to be used as “learning by doing.” Presentations were also made on the in-kind grants, and on applying rules and regulations of FHI360/USAID procurement and financing.</li> </ul> <p><b>Regional staff:</b></p> <ul style="list-style-type: none"> <li>During this quarter, after a series of advert reruns to target candidates from the three remaining slots in the three Northern regions, 10 regional school/community coordinators were identified, with 9 successfully assuming their roles. The 10<sup>th</sup> Coordinator took another offer at the eleventh hour.</li> <li>The first 4 Coordinators who started in July and August worked in the national <i>Learning</i> office because the regional offices were not yet ready. The period was used to orient them to <i>Learning</i>, to brainstorm strategies for engaging the regional, district and community/school</li> </ul>	<ul style="list-style-type: none"> <li>At the regional level, some further thinking needs to go into the spread of Regional Coordinators in the 3 northern regions (Northern, Upper East and Upper West), which has a total of 20 districts, as compared to other regions such as Greater Accra that has 16 districts overall. However, as most of the major activities such as the reading festivals and the distribution of the supplementary materials are nationwide, there may be an argument to have the full strength of staffing in place.</li> </ul>

COMPONENT 3: Increased Accountability and Transparency		Accomplishments July-September 2015	Observations
		<p>levels, and to plan for the intensive district introductory meetings that took place 26<sup>th</sup> August to 3<sup>rd</sup> September 2015.</p> <p><b>Training</b></p> <ul style="list-style-type: none"> <li>• Component 3 team members participated in the all staff gender training from 15<sup>th</sup> to 16<sup>th</sup> July 2015.</li> <li>• The Component 3 team also participated in FHI360's communication and knowledge management workshop organized for <i>Learning's</i> staff and facilitated by Allison Bozniak from the Home Office on Wednesday 5<sup>th</sup> August 2015.</li> <li>• The Gender Specialist participated in the USAID online gender training. The training shed light on USAID approach and requirements to addressing gender issues internal to USAID as well as externally as it relates to the programs they fund.</li> </ul>	<ul style="list-style-type: none"> <li>• The Gender Specialist however could not complete the online course as some of the modules had poor audio which made it difficult to follow.</li> </ul>
310-03	Ensure functionality of Component 3 in the REOs and Regional Hub Offices	<p><b>District introductory meetings:</b></p> <ul style="list-style-type: none"> <li>• Based on regional groupings drawn from the provisional list of performing, transitioning and low transitioning districts, <i>Learning</i> formed two core travelling teams to conduct the District introductory meetings in 8 regional capitals from 26<sup>th</sup> August to 3<sup>rd</sup> September 2015.</li> </ul> <p>Over 617 district level stakeholders, ranging from District Chief Executives and Coordinating Directors from the District Assembly, District Directors, Deputy Directors of Supervision and Planning Officers from District Education Offices, and representatives of local NGOs attended the one-day meetings.</p>	<ul style="list-style-type: none"> <li>• Impressions from the meetings are that district level stakeholders keenly received the messages of <i>Learning</i>, are willing and ready to partner with <i>Learning</i> to improve reading, and ready to form District <i>Learning</i> teams to implement <i>Learning</i> activities.</li> <li>• In the Northern locations the issue of the language of instruction came up strongly, whilst in other regions questions pertaining to how <i>Learning</i> intended to distinguish itself from previous projects,</li> </ul>

COMPONENT 3: Increased Accountability and Transparency		Accomplishments July-September 2015	Observations
		<p>The Regional Education Offices POCs were present in all meetings and facilitated the engagement with the District level stakeholders.</p> <ul style="list-style-type: none"> <li>During the same period <i>Learning</i>, through the support of Rosemund Keteku, secured a one hour slot at the meeting of CODE (Conference of Directors of Education) on 26<sup>th</sup> August 2015 at Takoradi, Western region, where the COP introduced the project to the 216 District Directors who were present.</li> </ul> <p><b>Deployment of School/Community Regional Coordinators</b></p> <ul style="list-style-type: none"> <li>Although the refurbishment of the 10 agreed spaces within the GES regional education offices are under procurement processes, all Regional Coordinators have been deployed and reported to the regional education offices.</li> <li>They have briefed the Regional Directors on progress of work and outstanding activities that are upcoming including the following: <ul style="list-style-type: none"> <li>-September 2015: Education decentralization bill stakeholder consultations.</li> <li>-5th – 9th October 2015: Orientation for data collectors of baseline survey</li> <li>-12th October to early November 2015: baseline data collection</li> <li>-October 2015: Mother Tongue Dialogue Cafes</li> <li>-November 2015: Reading Festivals, distribution of supplementary materials, mapping exercise.</li> <li>- December 2015: first phase of communication campaign</li> </ul> </li> </ul>	<p>including NALAP, were raised.</p> <ul style="list-style-type: none"> <li><i>Learning's</i> Regional Coordinators were instrumental in planning, delivering and supporting the district introductory meetings, as well as supporting the compilation of the meeting reports.</li> </ul>

<b>COMPONENT 3: Increased Accountability and Transparency</b>		<b>Accomplishments July-September 2015</b>	<b>Observations</b>
		<ul style="list-style-type: none"> <li>There are ongoing discussions on structuring how the national team works with the regional teams along the lines of work planning and reporting, communications and meetings, and approach to districts, schools and communities.</li> </ul>	
<b>310-04</b>	<b>Conduct Regional meetings with <i>Learning Partners</i> in four Regional Hub Offices</b>	<ul style="list-style-type: none"> <li>The strategy of using Zonal Hubs has not been operationalized yet and will be assessed as implementation of activities increases in the regions and districts in the upcoming year.</li> </ul>	
<b>310-05</b>	<b>Monitor progress of component activities and budgets through monthly reports</b>	<ul style="list-style-type: none"> <li>All team members, including the regional coordinators, contributed to weekly status reports of work activities for Component 3.</li> <li>The Component team leader has held weekly meetings with the COP to discuss updates and to strategize on the component's activities.</li> </ul>	
<b>310-06</b>	<b>Monitor activities for success stories</b>	<ul style="list-style-type: none"> <li>This quarter, the component has submitted the District Introductory meetings as a potential success story for this quarter. This follows the Regional Roll out success story submitted for the last quarter's report.</li> </ul>	
<b>310-07</b>	<b>Prepare Quarterly and Annual Reports</b>	<ul style="list-style-type: none"> <li>The team contributed to the development of the quarterly performance report for the period of July to September 2015.</li> </ul>	
<b>311</b>	<b>School management and decision-making structures for community engagement are supported.</b>		
<b>311-01</b>	<b>Using MOE/GES, USAID assessment data, and through a mapping exercise, identify transitioning and performing districts and confirm final number for the</b>	<ul style="list-style-type: none"> <li>This quarter, several consultations were held with the GES leadership and USAID on the districts selected. The review of the districts were adjusted to consider equity issues and regional representation to arrive at a final list that was approved by USAID and the leadership of GES.</li> </ul>	<ul style="list-style-type: none"> <li>Equity considerations were used to include districts in the three Northern regions, Upper East, Upper West, and Volta regions that missed the performance category by very few points.</li> </ul>

<b>COMPONENT 3: Increased Accountability and Transparency</b>		<b>Accomplishments July-September 2015</b>	<b>Observations</b>
	<b>focus of interventions.</b>	<ul style="list-style-type: none"> <li>• In total 165 districts have been identified, 61 performing and 104 transitioning districts.</li> <li>• The district selection document was sent to the Director General and Deputy Director General for forwarding to the Minister of Education for final approval.</li> </ul>	
<b>311-02</b>	<b>Using findings from USAID, UNICEF assessments, and the mapping exercise, identify gaps and needs of existing school management structures (SMCs, PTAs, SPAMs, SPIPs)</b>	<b>Mapping exercise</b> <ul style="list-style-type: none"> <li>• In consultation with the Senior Management team and other key staff, the mapping exercise to analyze the current implementation of the activities of school management structures was revisited in light of the baseline data collection, which is scheduled to occur in September –October. The baseline study will collect quantitative data on these structures, which will be followed up with the use of a qualitative methodology to map out the causes of the non-performance of these structures. The findings from the baseline survey will inform the issues that will be explored under the mapping exercise.</li> <li>• The Component 3 team contributed questions aimed at identifying gaps and needs of existing school management structures (SMCs, PTAs, SPAMs, SPIPs) and gaps in capacity of schools to implement SRC to the baseline survey instrument.</li> <li>• The Component 3 lead, SRC Specialist and Component 3 PoC, Samuel Ntow participated in the weeklong data collectors' training workshop in Kumasi, Ashanti Region October 5-9, 2015, together with the MEL team. The team participated in observing the data collectors during the practice activities at</li> </ul>	<ul style="list-style-type: none"> <li>• Key partners for the mapping exercise are the MEL team, Social Impact, GIMPA, GNECC and NNED.</li> <li>• The Component lead, the SRC Specialist, and the Gender and Vulnerable Population Specialist, in collaboration with colleagues from GNECC were instrumental in supporting the Senior MEL Advisor to review and provide substantive suggestions to improve the MEL instrument for evaluating existing school management structures in the baseline survey.</li> </ul>

<b>COMPONENT 3: Increased Accountability and Transparency</b>		<b>Accomplishments July-September 2015</b>	<b>Observations</b>
		<p>the local schools, presented an overview of Component 3, school management and SRC.</p> <p><b>The School Performance Improvement Plan (SPIP) manuals</b></p> <ul style="list-style-type: none"> <li>• The SRC Specialist and IT Specialist from GIMPA participated in the Ghana Education Services' regional planners meeting in Kumasi from 28<sup>th</sup> – 30<sup>th</sup> July 2015 to identify gaps and needs of existing school management structures (SMCs, PTAs, SPAMs, SPIPs).</li> <li>• The Senior MEL Advisor and other key staff, conducted a follow-up meeting with Al Hassan of the Ghana Education Service (Northern region) to further discuss issues and ideas around the SPIP, and the new SPIP manuals and templates. The Component 3 team and the MEL Advisor reviewed the documents and submitted recommendations to GES.</li> </ul>	
<b>311-03</b>	<b>Support REOs in developing DEO and DEOC capacity-building plans for improved school management, community ownership of reading goals, and monitoring of results.</b>	<ul style="list-style-type: none"> <li>• This activity is slated to begin from January 2016 after the existing gaps are identified through the baseline survey and mapping exercise findings, which are to be available from early November and December respectively. This activity will also be conducted in alignment with the development of district adaptations of the G-RAP.</li> </ul>	
<b>311-04</b>	<b>Conduct three-day capacity-building sessions for SMCs and PTAs in line with promoting early grade reading in performing districts.</b>	<ul style="list-style-type: none"> <li>• This activity is related to activity 311-03, and is slated to begin from March 2016 after the development of solution packages to meet the gaps identified in the findings of the baseline survey and mapping exercise.</li> </ul>	

<b>COMPONENT 3: Increased Accountability and Transparency</b>		<b>Accomplishments July-September 2015</b>	<b>Observations</b>
<b>311-05</b>	<b>Organize multi-media events using community gatekeepers and advocates for early grade reading and numeracy as a part of the communication campaign on the GRAP.</b>	<ul style="list-style-type: none"> <li>• The first Mother Tongue Café Dialogue to engage stakeholders and get their buy into the idea of reading in local languages and English was held in Tamale.</li> <li>• Plans have been firmed up to have Reading Festivals in all ten (10) regions of Ghana – between November 17<sup>th</sup>, 2015 and December 2<sup>nd</sup>, 2015 to involve communities, schools and parents to appreciate the benefits of reading in local languages and English.</li> <li>• There is an on-going process to recruit a communication firm to assist in a social advocacy campaign.</li> </ul>	<ul style="list-style-type: none"> <li>• While the first MT Café Dialogue was well received, it was observed that the use of English, and a highly academic English, may not have permitted a lot of the community participants to fully grasp what was being said. In the future MT Cafes, it is recommended that local languages be used, as it will create greater opportunity for understanding and true dialogue about this issue.</li> <li>• An important insight gained from this MT Café is the stigma that is attached to the use of the local language since speaking in English is perceived as being of high status. This will need to be addressed in the communication campaign.</li> </ul>
<b>312</b>	<b>District Reading Grants are used effectively by “performing” districts to help promote reading and improve related basic education management practices.</b>		
<b>312-01</b>	<b>Identify and prioritize, in conjunction with GES and USAID, performing districts that will be supported by USAID direct-funded District Reading Grants by September 2015.</b>	<ul style="list-style-type: none"> <li>• This activity is related to activity 311-01, slated to begin in January 2016, once the final decision on the performing and transitioning districts is made, and the district assessment is undertaken by Component 2 and the MEL team.</li> </ul>	
<b>312-02</b>	<b>With support of NGOS, identify champions and advocates to monitor DEOs on utilization of</b>	<ul style="list-style-type: none"> <li>• This activity is slated to begin in next quarter.</li> </ul>	



<b>COMPONENT 3: Increased Accountability and Transparency</b>		<b>Accomplishments July-September 2015</b>	<b>Observations</b>
	District Reading Grants and other donor funds for reading.		
312-03	Prepare and field test tools to track and monitor the programmatic and financial implementation of the District Reading Grants.	<ul style="list-style-type: none"> <li>This activity is slated to begin from next quarter.</li> </ul>	
312-04	Identify, select, and train NGO partners who will support DEOCs and schools in monitoring the implementation of the District Reading Grants and other reading activities at the district levels	<ul style="list-style-type: none"> <li>The selection of these NGO partners is being conducted in partnership with GNECC and NNED. This quarter, with the arrival of the grants team, the sub-agreement for GNECC and NNED are well advanced and will be submitted to USAID for approval in November.</li> </ul>	
312-05	Create and convene the GRAP Communication Task Force and develop the terms of reference for recruiting a communication firm to produce a communication plan for the GRAP	<ul style="list-style-type: none"> <li>Terms of Reference (TOR) for the GRAP Communications' Working Group was finalized and the inaugural meeting of the Group was held on September 23<sup>rd</sup>, 2015 at the NCCA office in Accra.</li> <li>The TOR was adopted and one of the core mandates of the Group is to review the proposals submitted by Communication firms in response to the call for bids. This firm will support the development of the communication strategy that will accompany the implementation of the G-RAP.</li> </ul>	
312-06	Recruit and select a communication firm.	<ul style="list-style-type: none"> <li>The Request for Proposal to recruit a Communication Firm was carried by the Ghanaian Times and the Daily Graphic on September 22<sup>nd</sup> and 23<sup>rd</sup>, 2015 respectively and the deadline October 2<sup>nd</sup>, 2015.</li> </ul>	

<b>COMPONENT 3: Increased Accountability and Transparency</b>		<b>Accomplishments July-September 2015</b>	<b>Observations</b>
		<ul style="list-style-type: none"> <li>The proposals received are scheduled to be reviewed by the core group of the Communication Working group.</li> </ul>	
<b>312-07</b>	<b>Implement first phases of the communication plan</b>	<ul style="list-style-type: none"> <li>Slated to begin in January/February, 2016 with the rollout of the G-RA.P.</li> </ul>	
<b>312-08</b>	<b>Conduct multi-media community dialogues to communicate about the Reading Action Grants and to promote community accountability for results.</b>	<ul style="list-style-type: none"> <li>Related to activity 312-07, slated to begin in from January/February 2016.</li> </ul>	
<b>313</b>	<b>GES School Report Card program is improved and expanded.</b>		
<b>313-01</b>	<b>Using data from UNICEF, USAID assessments, and the MOE/GES EMIS data, identify gaps in capacity of schools to implement SRC.</b>	<ul style="list-style-type: none"> <li>The Component 3 team developed questions to identify gaps and needs of schools to implement SRC, to be included in the baseline survey and the mapping exercise. The Component 3 team participated in planning the training for the data gatherers in Kumasi scheduled for the week of October 5<sup>th</sup> 2015, in part to ensure that the questions relative to the implementation of the SRC in schools was properly integrated.</li> </ul>	<ul style="list-style-type: none"> <li>The information gathered from the baseline study and the mapping exercise will be critical in helping us understand how to move forward with the SRC. In addition, once the reports are generated, further conversations will be had with GES and UNICEF to explore the lessons learned from the mSRC pilot and the realities on the ground regarding the school report card.</li> </ul>
<b>313-02</b>	<b>Participate in UNICEF's review of the pilot program in digitization of the SRC tool and data gathering process and make recommendations for improvement and scale-up of digitized SRC program</b>	<ul style="list-style-type: none"> <li>GES/UNICEF released the mSRC pilot report a week before and highlights from this document was shared with the leadership team.</li> <li>The SRC specialist also met with the <i>Learning</i> senior management team to provide updates on work done thus far on the School Report Card to receive inputs for next steps.</li> <li>Plans are underway to meet with GES and UNICEF to discuss the findings of the</li> </ul>	

COMPONENT 3: Increased Accountability and Transparency		Accomplishments July-September 2015	Observations
		mSRC pilot and to discuss FHI 360's current thinking on the way forward.	
313-03	Develop an action plan for implementing, at scale, the improved and digitized SRC program.	<ul style="list-style-type: none"> <li>This activity is slated to begin in November 2015. In collaboration with GES, UNICEF, Social Impact, and other key SRC stakeholders, we will work together to develop an action plan that is based on FHI 360's research activities (baseline survey and mapping exercise), UNICEF's pilot, and <i>Evaluating Systems'</i> EMIS redesign.</li> <li>The process of bringing together key stakeholders, identifying each one's roles and responsibilities as it relates to the mSRC will begin in October/November 2015.</li> </ul>	<ul style="list-style-type: none"> <li>There is need to get a clear understanding of each stakeholder's (<i>Learning, UNICEF, Evaluating Systems</i>) role/mandate in regards to the School Report Card. A meeting will be scheduled to discuss this further.</li> </ul>
313-04	Provide grants to 20 performing and 10 transitioning districts to implement the improved SRC tool and gather implementation data to inform scale-up of SRC program and the integration of findings into the SPIPs, SPAMs and SMCs' work plan.	<ul style="list-style-type: none"> <li>This activity is slated to begin from January 2016 after the existing gaps are identified through the baseline survey and mapping exercise findings, which are to be available from November and December respectively.</li> </ul>	
313-05	Conduct tests for integrating SRC data into the EduNet.	<ul style="list-style-type: none"> <li>Slated for next quarter/year</li> </ul>	
314	Cross-cutting Gender and vulnerable populations.		
314-01	Establish links with special education unit	<ul style="list-style-type: none"> <li>The Gender Specialist met with the Director for the Special Education Division at GES headquarters to discuss the current activities and plans of the unit.</li> </ul>	
314-02	Conduct a gender assessment to guide gender strategy	<ul style="list-style-type: none"> <li>The Gender Specialist initiated discussions with the gender point person at FHI360 HQ on the gender analysis for the <i>Learning Activity</i>, which is taking</li> </ul>	<ul style="list-style-type: none"> <li>The assessment strategies for closing the gaps will also be identified in gathering data from the field.</li> </ul>

COMPONENT 3: Increased Accountability and Transparency		Accomplishments July-September 2015	Observations
		<p>place from 28<sup>th</sup> September to 9<sup>th</sup> October 2015.</p> <ul style="list-style-type: none"> <li>From the discussion it was agreed that the analysis be broadened to cover other issues relative to vulnerability. This suggestion was reached based on the fact that the <i>Learning</i> initiative focuses broadly on gender and vulnerable populations. The second reason was that, Ghana as a country is promoting inclusive education. Lastly USAID has shifted its focus from gender to include other social groups.</li> <li>For the Gender assessment, the Ashanti and Northern regions were selected as sites of matrilineal and patrilineal inheritance, then the Adansi North district in the Ashanti region and Bole district in Northern region were further selected for the in-depth focus group discussions based on the low GPI indexes of the districts within these regions.</li> <li>The lead researcher arrived on 24<sup>th</sup> Sept 2015, and prior to the field work, held several meetings on Friday 25<sup>th</sup> Sept 2015 with national level stakeholders from the MoE/GES and selected members of the <i>Learning</i> team to seek their inputs into the scope of work for the assignment.</li> <li>The team travelled to Kumasi, Adansi North, Tamale and Bole interviewing various GES personnel, SMCs and PTAs to understand how issues of gender and social inclusion are manifested in the education systems as it pertains to reading for boys and girls from different social groups. The team gained in-depth insights into how GES/MOE rolls out its gender and social inclusion policies, the gaps and strategies to help close the</li> </ul>	<ul style="list-style-type: none"> <li>The GES Regional Gender coordinators of Ashanti and Northern regions and the <i>Learning</i> Ashanti Regional School/Community Coordinator were instrumental in supporting the field work.</li> </ul>

COMPONENT 3: Increased Accountability and Transparency		Accomplishments July-September 2015	Observations
		gaps. Draft analysis and strategy has been developed and consultations at the national level is still in progress to finalize the findings.	

## 2.2 Management and Operations

The purpose of including the management and operations section to this report is to provide updates on core operations activities relative to the effective implementation of the technical and operational activities of *Learning*. In this section, *Learning* will report on the implementation of the grants program designed to build the capacity of the MOE/GES to manage G2G funding and to capture activities such as the management of the Steering Committee. Activities undertaken in the area of management and operations in the second quarter are captured in the following table.

### Major Accomplishments in Year 1

- *Successful staff recruitment*: The majority of the technical staff of *Learning* have been successfully recruited, with the exception of the Preservice Specialist of Component 1 and the Partnership Specialist, who will support the cost-share fundraising activities, and the 10 regional data managers (though recruitment is well underway and will be filled by December 2015). These positions will be filled by January 2016. Assessments of the finance and grant support needed to implement the In-Kind Grants, NGO grants, and the District Reading Grants, which will be administered in Year 2, indicate that *Learning* will need additional staff in finances. Recruitment is underway for these additional staff.
- *Successful move into new space*: Though *Learning* sought to be co-located with the MOE/GES, there was not sufficient space to house the large staff. The second best solution was to find a space close enough to the MOE/GES, which *Learning* has successfully done. The space provides ample conference room space for meetings of *Learning* and its MOE/GES and PfE partners.
- *The In-Kind Grants (IKGs) are in place*: The IKGs that support the activities under the leadership of NCCA, NTC, NIB, and GES have been put in place. This mechanism allows *Learning* to implement its *learning-by-doing strategy* and to implement with the MOE/GES partners.
- *Relationship-Building with MOE/GES*: *Learning's* leadership team has participated in the Sector Group meetings, and in the National Education Sector Annual Review (NESAR) 2015 to ensure that *Learning's* presence was felt and that its activities were incorporated into the national agenda.

Detailed descriptions of the Quarter 4 accomplishments are captured in the table below.

Management and Operations		Accomplishments July – September 2015	Observations
411	Staff are recruited in all of the components and are prepared to co-lead and manage the activities of the work plan.		
411-01	Ensure that all 75 technical, administrative, and financial staff are recruited at the national and regional levels	<ul style="list-style-type: none"> <li>Currently, 90% of the staff has been recruited. The staff which began this quarter include: the Grant Officer and Grant Manager; the Senior MEL Advisor and MEL specialist; the Gender Specialist, and 9 of 10 regional coordinators for Component 3.</li> <li>The INSET Specialist, an Olinga position, was successfully filled this quarter.</li> <li>Several position shifts took place at GIMPA and is captured under the Component 2 management section.</li> <li>The process of recruitment of the 10 regional data managers, the procurement officer, Associate Director of Finance and the additional grants manager, and the executive associate has begun.</li> <li>Due to the volume of financial work under the In-Kind Grants, there is a need for additional finance officers. An assessment of the number needed is currently under way.</li> <li>The Senior Reading Specialist was successfully recruited. Dr. Felicia Kafui-Etsey will begin her tenure at <i>Learning</i> in October.</li> <li>The recruitment of the Senior Capacity-Building Advisor is underway. A strong candidate has been identified and has been interviewed.</li> </ul>	<ul style="list-style-type: none"> <li>The management of <i>Learning</i> has identified the need for a staff member to manage the cost-share requirements of the Activity. Budget analyses will be conducted to determine the feasibility of this recommendation.</li> <li>The Executive Associate will begin work in December, the procurement officer in November, and the Associate Director of Finance in November. To date, 9/10 data managers have been identified.</li> <li>Olinga Foundation is still in the process of recruiting a PRESERVICE Specialist.</li> <li>The position shifts in GIMPA are related to performance issues and resignations.</li> <li>Due to enormous challenges of working with GIMPA on the recruitment of this key personnel position, FHI360 made the decision to bring this position into the FHI360. This decision has paved the way for the recruitment of this strong candidate.</li> </ul>

Management and Operations		Accomplishments July – September 2015	Observations
411-02	Provide training, as needed, to staff and MOE/GES partners in key areas (fiscal compliance, grants management, blended <i>Learning</i> strategies, etc.)	<ul style="list-style-type: none"> <li>• In August, the full <i>Learning</i> team participated in training on financial and procurement procedures offered by FHI360's Finance and Procurement Directors.</li> <li>• This quarter, a Gender Training was offered by the FHI360 Gender Department Director. The full Learning team and the POCs and Autonomous Board counterparts participated in the training. This training was designed to enable the staff to better understand gender and vulnerable populations and to strategize about how to use a gender lens to develop project activities that are more equitable and that account for these sensitivities. Each component developed plans around critical issues that were identified as being germane to their work. These plans are currently being used in the teams' work.</li> <li>• Communication training was also offered to the <i>Learning</i> staff. The standards for proper communication in USAID-funded projects, branding, and FHI360 communication guidelines were presented and discussed. The team also learned how to prepare success stories.</li> <li>• GNECC, NNED, GILLBT, and Olinga attended the InsideNGO training in July.</li> </ul>	
411-03	Monitor the performance of staff and take appropriate actions to ensure their ability to perform their roles in the implementation of the work plan.	<ul style="list-style-type: none"> <li>• Staff performance continues to be monitored. Some staff changes in GIMPA are tied to performance issues identified as <i>Learning</i> understands better what it needs in terms of skills and capacity.</li> <li>• The Senior Capacity-Building Advisor of Component 2 has continued his effort to transition the leadership and management of the GIMPA consultancy</li> </ul>	<ul style="list-style-type: none"> <li>• The staff currently recruited from the partners are a better fit with <i>Learning's</i> needs.</li> </ul>

Management and Operations		Accomplishments July – September 2015	Observations
		so that he could assume a full-time presence at <i>Learning</i> .	
<b>412</b>	<b>National, regional, and Zonal Hub offices are established close to the MOE/GES and are functional.</b>		
<b>412-01</b>	<b>Identify and lease office space close to the MOE/GES and establish the National Office and Zonal Hub of <i>Learning</i></b>	<ul style="list-style-type: none"> <li>• <i>Learning</i> moved into its new office in August. Approval was granted from USAID to use the additional space on the floor. The procurement of furniture was completed, with most of the furniture having been delivered.</li> <li>• The partitioning of the space was completed. After having lived in the office for a few weeks, the original plans for the partitioning of the additional space has been revisited. The old conference room will be converted to office space, and the additional space will be made into the large conference room. This is an unanticipated cost-saving measure that will also meet the conference needs of <i>Learning</i>.</li> <li>• The contractor chosen to install the internet connectivity and wiring has successfully completed his work.</li> </ul>	<ul style="list-style-type: none"> <li>• Some furniture remains outstanding, but they are due to arrive in Ghana by October.</li> </ul>
<b>412-02</b>	<b>Secure an agreement with the REOs for co-location of <i>Learning</i> regional staff in the 10 regions.</b>	<ul style="list-style-type: none"> <li>• The regional tours to assess the office space and to discuss the co-location with the REOs in all 10 regions was successfully carried out.</li> </ul>	<ul style="list-style-type: none"> <li>• As was described in Component 3, the Regional teams have started to report to work in the regional offices as they wait for the refurbishments.</li> </ul>
<b>412-03</b>	<b>Rehabilitate office space, as needed in the REOs to ensure functionality of <i>Learning</i> in the regions and establish the regional offices.</b>	<ul style="list-style-type: none"> <li>• The procurement of engineering services to develop the Bill of Quantity has taken place. Contracts to these firms have been developed and the procurement of refurbishing services are underway.</li> <li>• Procurement of office furnishings and equipment has also been initiated this quarter.</li> </ul>	



Management and Operations		Accomplishments July – September 2015	Observations
412-04	Secure agreements with GILLBT and British Council for the use of office space and establish Zonal Hubs in Tamale and Kumasi.	<ul style="list-style-type: none"> <li>Once the regional offices are made functional, an assessment of this strategy will be conducted to determine its efficiency and effectiveness in the implementation of <i>Learning</i> in the regions and districts.</li> </ul>	
413	Planning, reporting, and budgeting activities are organized and produce quarterly and annual plans and reports.		
413-01	Plan and implement quarterly workshops nationally and regionally to produce plans and reports.	<ul style="list-style-type: none"> <li>The <i>Learning</i> team has conducted planning activities as part of its routine work with the components and the MOE/GES partners.</li> <li>The involvement of the Regional teams in producing the quarterly reports is occurring through each component.</li> </ul>	<ul style="list-style-type: none"> <li>The initiation of the staff into a reporting routine is taking time, as many of the staff are quite new to <i>Learning</i> and to the reporting format.</li> <li>An orientation for all of the regional coordinators on the reporting tools and rhythm will occur when all the technical and regional staff are in place. This is envisaged in December before the holidays to map out the intensive activities that will be taking place as of January 2016.</li> </ul>
413-02	Ensure the production and the receipt of monthly reports from the regional and national staff.	<ul style="list-style-type: none"> <li>The planning and reporting templates are being used, but there is still a lot of room for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>These forms serve programmatic, financial and MEL purposes, allowing the management of <i>Learning</i> to track the activities being carried out under each component. Once they are fully used, component leads will have an easier time of keeping track of budgets and accomplishment of their work plan activities.</li> </ul>
413-03	Ensure that the regional and national staff are monitoring	<ul style="list-style-type: none"> <li>This quarter, three success stories have been generated on the Language Policy development process, the district introductory meetings, and the</li> </ul>	<ul style="list-style-type: none"> <li>The success story ideas are generated from the technical staff, who start the process of their</li> </ul>

Management and Operations		Accomplishments July – September 2015	Observations
	activities for success stories.	Decentralization bill stakeholder consultations. They are submitted separately.	production, and the communication specialist works with the staff to complete them.
413-04	Prepare quarterly and annual plans and reports	<ul style="list-style-type: none"> <li>The format for quarterly reports and plans were developed and used in the past two quarters.</li> <li>Plans are underway for the preparation of the annual plan. These plans include STTA from FHI360's home office.</li> </ul>	<ul style="list-style-type: none"> <li>The submission of the reports are still late from most of the components; and the quality still needs improvement. Greater efforts will be made to ensure that the staff is able to produce quality reports submitted in a more timely way.</li> </ul>
414	MOE/GES grants financing and support mechanisms are developed and implemented.		
414-01	Identify and set up the appropriate mechanisms to support grants financing to the MOE/GES and affiliated institutions	<ul style="list-style-type: none"> <li>The Contract Management Services of FHI360 has produced the documentation needed for the In-Kind Grant mechanism in <i>Learning</i>. A Home Office staff person was sent to Ghana in July to help produce the In-Kind Grants for all three components.</li> <li>The In-Kind Grant agreement documents for the four recipients have been drafted and sent to the Contract Management Services of FHI360 for review. It is anticipated that these grants will be signed by the recipients in October.</li> </ul>	<ul style="list-style-type: none"> <li>The grant recipients are NCCA, NTC, NIB, and GES.</li> <li>The <i>Learning</i> Component Leads actively participated in producing the grant documents.</li> </ul>
414-02	Train staff to implement and monitor the use of the grants made to the MOE/GES and affiliated institutions	<ul style="list-style-type: none"> <li>The first training in the In-Kind Grants will take place in October and will be led by the West Africa CMS officer of FHI360 and the new Grants Manager.</li> <li>A training for the grant recipients (NIB, NTC, NCCA, and GES) is scheduled for November.</li> </ul>	
414-03	Conduct follow-up and support missions to reinforce the capacity of grant beneficiaries.	<ul style="list-style-type: none"> <li>This activity will be carried out as of January, 2016, when practice with the grants mechanism is more in place.</li> </ul>	

Management and Operations		Accomplishments July – September 2015	Observations
415	<b>The Steering Committee of the USAID Ghana Partnership for Education is created and is functional.</b>		
415-01	<b>Prepare the terms of reference of the Steering Committee of the USAID Ghana Partnership for Education and establish the committee</b>	<ul style="list-style-type: none"> <li>The COP met with USAID on August 11<sup>th</sup> to discuss the Steering Committee. The essential components of the terms of reference were discussed.</li> <li>A draft TOR was produced and a meeting with USAID and the Partnership for Education IPs is scheduled for October 8<sup>th</sup> to review the draft TORs.</li> </ul>	
415-02	<b>Conduct the Steering Committee meetings on quarterly basis</b>	<ul style="list-style-type: none"> <li>The first meeting of the Steering Committee will hopefully take place in October/November.</li> </ul>	
416	<b>A communication plan to ensure internal and external communication is developed and implemented.</b>		
416-01	<b>Develop a communication plan to ensure information-sharing between and among staff, MOE/GES and affiliated institutions and <i>Learning</i> partners</b>	<ul style="list-style-type: none"> <li>The Communication and Publications specialist has begun work at <i>Learning</i>. His communication plan has been drafted; and he has been very engaged in producing the success stories of <i>Learning</i>.</li> <li>During this quarter, Points of Contact (POCs) from GES and the counterparts from the Autonomous Boards have been very actively engaged with <i>Learning's</i> activities.</li> </ul>	<ul style="list-style-type: none"> <li>The meetings with the Implementing partners have proven to be quite valuable as a forum for exchanging information and strategizing on how to best collaborate.</li> <li>The GES POC for Component 2 has been central to the analysis leading to the selection of the districts.</li> </ul>
416-02	<b>Implement the internal communication plan</b>	<ul style="list-style-type: none"> <li>A shared IT space has been developed by the IT staff of FHI360. The staff will be trained on the use of the shared space in the next quarter.</li> </ul>	<ul style="list-style-type: none"> <li>Though the training did not take place this quarter, staff have begun to experiment with the site.</li> </ul>
416-03	<b>Develop and implement a plan to communicate externally about <i>Learning</i>.</b>	<ul style="list-style-type: none"> <li>The communication campaign that will be designed to support the rollout and implementation of the G-RAP will serve as the external communication platform for <i>Learning</i>. This will ensure that the activity is closely branded to the Ghanaian government's efforts to improve early grade reading with the support of USAID through <i>Learning</i>.</li> </ul>	<ul style="list-style-type: none"> <li>This is a strategic decision that supports the "Ghana Made, Ghana Strong" approach to <i>Learning's</i> implementation. It is also a strategy for greater buy-in and sustainability of this activity.</li> </ul>

## 2.3 Monitoring, Evaluation, and Learning

The purpose of including the Monitoring, Evaluation, and Learning (MEL) section of this report is to provide updates on core management activities that are undertaken in this unit to produce the M&E reports on a quarterly and annual basis.

### **Major Accomplishments of MEL in Year 1:**

- *Successful baseline data collection tools prepared:* FHI360's Open Data Kit (ODK) software has been adapted to all of the data collection instruments of *Learning*. This system and the instruments are tried and tested in a number of countries and the results have been exceptionally useful for collecting and analyzing data and producing useful reports. An enhanced and digital Opportunities to Learn (OTL) tool has been developed for *Learning* to collect relevant data from classroom observations, teacher, head teacher, and student behavior, and school management performance on a platform using Samsung Tablets.
- *Data collection planned:* The MEL team has successfully recruited 40 data collectors from GNECC and other partners to support the baseline data collection exercise. FHI360's Home Office has deployed a technical support staff to conduct the training, which is to take place in October in Kumasi. Thereafter, the data collectors will be deployed to collect data on a sample of 200 schools in all ten regions.

A detailed description of the Quarter 4 accomplishments are listed in the table below.

Management and Operations		Accomplishments July – September 2015	Observations
511	MEL Unit is staffed and functional.		
511-01	Recruit <i>Learning</i> M&E staff (national and regional)	<ul style="list-style-type: none"> <li>• 2 National monitoring and Evaluation staff were engaged during the quarter under review: a Monitoring and Evaluation Specialist, and a Senior Monitoring, and Evaluation, Learning Advisor. The Senior MEL Advisor assumed oversight responsibilities of the Monitoring, Evaluation, and <i>Learning</i> Component of the project in August 2015 and has since been supported by the MEL Specialist who was also engaged during the same month.</li> <li>• The recruitment of the 10 Regional Data Management Coordinators also got underway during this quarter. Interviews were organized for 20 applicants and final selection of the 10 is currently in progress. The Regional Data Management Coordinators (RDMC) will manage monitoring and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• The MEL team (national and regional) is almost complete and it is making efforts to catchup with the monitoring and evaluation activities that were delayed due to the absence of these key staff.</li> </ul>

Management and Operations		Accomplishments July – September 2015	Observations
		activities at the regional, district, and community levels. The RDMC will specifically manage data collection, conduct training on data collection, and ensure submission of accurate data to <i>Learning</i> and other partners.	
511-02	<b>Adapt FHI 360 M&amp;E standards &amp; processes to <i>Learning</i></b>	<ul style="list-style-type: none"> <li>FHI360 monitoring and evaluation standards and processes have been adapted to the needs of <i>Learning</i> Activity. FHI360's ODK software has been adapted to all of the data collection instruments of the project. Currently, <i>Learning</i>'s OTL including (Classroom Observation Instrument (COI), Teacher Instruments, and Head teacher Instrument) and School Management Performance Instruments have all been uploaded to the OTL platform using Samsung Tablets.</li> <li>A cadre of data collectors are expected be trained during the first week of October 2015 and the data collection will follow immediately after the training.</li> </ul>	<ul style="list-style-type: none"> <li>The FHI360 system and the instruments are tried and tested in a number of countries and the results have been exceptionally useful. Similar quality data is expected to be churned out when the instruments and the ODK platform is applied during <i>Learning</i>'s baseline data collection.</li> </ul>
511-03	<b>Orient M&amp;E staff to FHI 360 M&amp;E standards &amp; processes</b>	<ul style="list-style-type: none"> <li>The 2 national MEL staff together with staff of other components of <i>Learning</i> underwent a three-day FHI360 orientation from HR, Finance, and Procurement Units of the FHI360. The program also provided the MEL staff the opportunity to learn about other projects currently being implemented by FHI360 and possible linkages. Prior to this orientation workshop, the Chief of Party of <i>Learning</i> delivered a presentation on the <i>Learning</i> Activity to the MEL staff to enhance their understanding of the activity.</li> <li>MEL's participation in the Regional Rollout Meeting organized in each of the 10 regions of Ghana further enhanced</li> </ul>	<ul style="list-style-type: none"> <li>Most of the planned MEL tasks, including recruitment for RDMC, identification and training of data collectors, development of instruments, finalization of the <i>Learnings</i> AMEP, etc. have taken off effectively due to better staff understanding of the <i>Learning</i> Activity.</li> </ul>

Management and Operations		Accomplishments July – September 2015	Observations
		the integration of the two national MEL staff in the <i>Learning</i> Activity.	
511-04	Hold weekly M&E check-in meetings between HQ and field-based staff	<ul style="list-style-type: none"> <li>Check-in meetings between the HQ's and Ghana office staff were regularly organized during this quarter. The meetings focused on finalization of <i>Learning</i>'s baseline assessment instruments (stakeholder reviews of the instruments), identification of data collectors, defining <i>Learning</i>'s sample of schools, and developing timelines for <i>Learning</i>'s baseline assessment. On average, two meetings were organized each week during the quarter.</li> </ul>	<ul style="list-style-type: none"> <li>The weekly meetings provided the opportunity for the M&amp;E experts at FHI360's HQ to make inputs into the development of the monitoring and evaluation system of <i>Learning</i>.</li> </ul>
511-05	Coordinate M&E activities with <i>Evaluating Systems &amp; Testing</i> through regular meetings	<ul style="list-style-type: none"> <li>Regular consultative meeting were organized between MEL and <i>Learning</i> partners during the period under review. <i>Learning</i> ensured that all partners, including <i>Testing</i> and <i>Evaluating Systems</i>, were adequately involved in the various stages of the development of the <i>Learning</i>'s monitoring and evaluation system, e.g.: development of AMEP, instruments, sampling of schools, identification and training of data collectors, etc.</li> <li>The rollout meetings organized in each of the regions provided the opportunity for the regions and targeted districts to make inputs into <i>Learning</i>'s M&amp;E system. The meetings also provided the opportunity for MEL to gather information about existing MEL infrastructures to inform further development of strategies to make the various GES units more effective.</li> </ul>	<ul style="list-style-type: none"> <li>Meetings with <i>Evaluating Systems</i> must be intensified to ensure effective monitoring and evaluation of <i>Learning</i>. Plans are far advanced to institute regular meetings to ensure M&amp;E for <i>Learning</i> receives the needed attention. Several of the meetings planned between <i>Evaluating Systems</i> and <i>Learning</i> during this quarter did not occur due to scheduling conflicts of <i>Evaluating Systems</i>.</li> </ul>
511-06	Preparation of quarterly and annual reports: Production of M&E annexes and PMP updates	<ul style="list-style-type: none"> <li>The quarterly report has been prepared; and the MEL support documents are being developed.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

Management and Operations		Accomplishments July – September 2015	Observations
512	The Activity Monitoring & Evaluation Plan (AMEP) is developed and approved.		
512-01	Meetings with MOE/GES and partners to develop the Activity Monitoring & Evaluation Plan (AMEP)	<ul style="list-style-type: none"> <li>AMEP has been developed with inputs from MoE/GES. <i>Learning</i> plans to organize a final stakeholder meeting to review the indicators and targets for the last time before a final submission to USAID. The meeting is planned for October 2015.</li> </ul>	<ul style="list-style-type: none"> <li>This meeting is necessary to ensure the AMEP is owned by all stakeholders and partners of <i>Learning</i>.</li> </ul>
512-02	Decide on the focus of the three impact evaluations with <i>Evaluating Systems</i> and <i>Testing</i> as part of the AMEP	<ul style="list-style-type: none"> <li>A meeting between USAID, <i>Evaluating Systems</i>, <i>Testing</i>, and <i>Learning</i> has been scheduled in early October to discuss the option to focus the Demand-Driven Evaluation on the implementation of the Language policy.</li> <li>The implementing partner for the Math Pilot, STS,</li> <li>Engagement with <i>Evaluating Systems</i> has stalled, but efforts will be made to reconnect on the two other impact evaluations.</li> </ul>	<ul style="list-style-type: none"> <li>This first meeting is to discuss the pros and cons of this choice and to reflect on other potential candidate topics.</li> </ul>
512-03	Finalize the AMEP and submit to USAID	<ul style="list-style-type: none"> <li>The final version of the AMEP will be submitted with the July-September quarterly report.</li> </ul>	
513	The baseline study is conducted with <i>Evaluating Systems</i> .		
513-01	Co-design baseline data collection plan and instruments with <i>Evaluating Systems</i>	<ul style="list-style-type: none"> <li><i>Learning</i> completed all preparations towards baseline line data collection expected to start during the second week of October 2015. Instruments completed for the assessment during the quarter included School Management Performance Assessment (Head Teacher interview, and SMC/PTA focus group discussion, and teacher interview protocols) and a Classroom Observation Instrument.</li> <li>A five-day Data Collectors' training will be conducted during the first week of October and the data collection exercise will follow immediately after.</li> </ul>	<ul style="list-style-type: none"> <li>Though the baseline assessment is happening slightly later than expected for a number of reasons, including delays in appointments of national and regional M&amp;E staff, <i>Learning</i> believes the ground has not been compromised and that the exercise will produce very good benchmarks for the project.</li> </ul>



Management and Operations		Accomplishments July – September 2015	Observations
513-02	Conduct baseline assessment of human and institutional capacity	<ul style="list-style-type: none"> <li>SMC/PTA management performance baseline data collection will be conducted during the second week of the October 2015. All instruments needed for the execution of the baseline assessment were developed and uploaded to an electronic platform (ODK) during the quarter. Data Collectors' training will take place during the first week of October and the data collection will follow immediately.</li> </ul>	<ul style="list-style-type: none"> <li>Tools for Component 2's HICD baseline is currently being developed and expected to be completed in time for data collection by the end of November 2015.</li> </ul>
513-03	Support <i>Evaluating Systems</i> with baseline data collection (PMP indicators & three impact evaluations)	<ul style="list-style-type: none"> <li>Baseline data collection for <i>Learning</i> has been planned for October 2015. Development of data collection instruments were completed during this quarter in collaboration with all stakeholders including <i>Evaluating System, Testing</i>, CRDD, and the various <i>Learning</i> Components. Meetings to plan and clarify the focus of the three impacts evaluation is expected to take during the October –December quarter.</li> </ul>	<ul style="list-style-type: none"> <li>It has been challenging getting all stakeholders around the table to discuss issues related to the three impacts evaluations. This meeting has always coincided with other critical activities and emergencies and has had to be postponed.</li> </ul>
514	The online data reporting system for <i>Learning</i> is established and functional.		
514-01	Tailor FHI 360's Online Data Reporting System to <i>Learning</i>	<ul style="list-style-type: none"> <li>A portal is currently being developed to tailor FHI360's online data reporting system for <i>Learning</i>. This is being handled by the IT team of FHI360 headquarters; and it is expected to be completed during the next quarter. This system incorporates share point facilities and will enable documents to be moved around easily. Pages will be created for M&amp;E, Administration, Finance, Procurement, and each of the three Components of <i>Learning</i>. The current design makes it a repository of monitoring data and it is also expected to monitor the implementation of the various work plans of the project.</li> </ul>	<ul style="list-style-type: none"> <li>The same system is currently being used by FHI360 HQ and has been found to be very productive.</li> </ul>
514-02	Train M&E staff (national and regional) in the use of the Online Data	<ul style="list-style-type: none"> <li>This activity will occur in the next quarter.</li> </ul>	



Management and Operations		Accomplishments July – September 2015	Observations
	Reporting System for ongoing monitoring.		
514-03	Conduct ongoing monitoring activities based on plans detailed in the AMEP.	<ul style="list-style-type: none"> <li>The MEL team started gathering all relevant information related to all activities conducted since the beginning of the <i>Learning</i> activity. This will enable MEL to effectively aggregate indicator-related information and also group activities around the various expected results of <i>Learning</i>. This provides a picture of the extent to which <i>Learning</i> has been exhaustive in each of the results areas.</li> </ul>	
515	Formative evaluation and research activities are instituted, and <i>Learnings</i> are disseminated and applied.		
515-01	Carry out data collection for formative evaluation studies as detailed in the AMEP.	<ul style="list-style-type: none"> <li>The decisions relative to the topics of the formative assessments will be made jointly with the components during the Year 2 planning.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>
515-02	Publish in appropriate forms (briefs, reports, peer-reviewed publications) the results of formative evaluation studies.	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>
515-03	Present results of formative evaluation studies to key stakeholders with recommendations for the Year 2 work plan.	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>

## 2.4 Implementation Issues

As described in the component and management and operations reports, the main implementation issues encountered are in the following areas:

### 1) Staffing:

a) The need to replace Dr. Charles Owu-Ewie as Senior Reading Specialist has created delays in our ability to stabilize Component 1's leadership and management. However, with the effort of the partners and FHI360, a new candidate was identified and is scheduled to start in October. Dr. Felicia Kafui-Etsey has the requisite qualifications to lead this component effectively and to contribute her deep knowledge of teaching reading in Ghanaian languages and English.

b) *Learning* encountered significant challenges with GIMPA on the recruitment of the Senior Capacity-Building Advisor once the decision was made to replace Dr. Kofi Fred Asiedu. Consequently, the decision was made to pull this position into FHI360 and to broaden the recruitment. A strong candidate was identified and has successfully been recruited.

## **2) Planning and Reporting:**

a) *Learning* is still experiencing delays in reporting, though it has improved. Steps have been taken to reinforce the capacities of the staff to produce these documents accurately and on time. The increased administrative and financial support from recently hired financial staff have also lessened the burden on the technical staff.

## **3) Scheduling the meetings of the G-RAP Task Force and 4 Working Groups**

a) Though the meetings of the G-RAP Task Force and the Working Groups has improved, there is "meeting fatigue". Hence, the teams are planning two retreats of the Working Groups to enable them to focus on the recommendations to the G-RAP. A small group of technical staff, supported by STTA from British Council, FHI360, GILLBT, and Olinga will work to produce the draft of the G-RAP document.

## **2.5 Monitoring, Evaluation and Learning Update**

Following the USAID Partnership for Education Implementing Partners' meeting on the Monitoring and Evaluation in July, and the feedback from USAID on the draft AMEP, the *Learning* team has been working to complete the draft of the AMEP. It will be submitted with this report. Understanding that this is a living document, there are probably changes that will need to be incorporated as *Learning* identifies its targets in Year 2 -3 and as discussions with Evaluating Systems evolve about what is to be undertaken together and separately.

## **3. STAKEHOLDER INVOLVEMENT**

This quarter, the implementation of the activities of the G-RAP Working Groups and the District Introductory meetings have garnered the participation of diverse stakeholders in *Learning's* activities. As will be evident in the M&E report, over 2,100 stakeholders have been reached since *Learning* began its activities in February, 2015. The highlights this quarter are the District Introductory meetings where over 617 participants were engaged.

The involvement of the POCs and the Autonomous Boards is intensive. They are involved in all planning and implementation activities. Now that *Learning* is in its new offices, there is more space for their presence and engagement. In addition, meetings are held in GES and the spaces of the Autonomous Boards.

### 3.1 Inter-Activity Collaboration

Since the departure of the COP of *Evaluating Systems*, the monthly meeting schedule between the PfE partners has not taken place. *Learning's* efforts to revive these meetings have not succeeded due to everyone's busy schedules and the intensity of activities. Next quarter, a major effort will be made to meet, especially around the Year 2 plans.

### 3.2 Education Sector Participation

As evidenced in the report of the components and the management sections of this report, the very DNA of *Learning's* approach to the implementation of the work plan is built on collaboration with the education actors at all levels. All of the activities are implemented *with* these stakeholders, who are given the lead in the work plan activities and are involved at the decision-making and implementation levels. This approach is critical to the "*Learning by doing*" method proffered by FHI360.

Over the past quarter, the strategy of involvement has worked well. However, it is becoming clear that other MOE/GES staff need to be brought into the fold due to the need for certain expertise and also to minimize the over-burden put on the POCs in the diverse aspects of the work. For example, the Director of TED and her deputy are increasingly becoming involved in *Learning's* work, as are staff of CRDD and other units of GES.

## 4. CROSSCUTTING ISSUES AND USAID FORWARD

### 4.1 Gender Equality and Female Empowerment

The Gender training took place July, wherein the *Learning* staff, the POCs and Autonomous Board counterparts have participated. The gender assessment was carried out in September. The report from the assessment is being produced, but the findings are already helping to shape the interventions of the components. Please see Component 3, Activity 314 for a full description of the efforts.

### 4.2 Science, Technology and Innovation

FHI360's IT division has created an online platform to ensure the storage and sharing of documents between and among its partners. Some of the staff have begun to use the platform. Training will be offered in the next quarter when the majority of the staff of *Learning* will have been recruited.

On the programmatic front, World Reader has produced a proposal that is being reviewed as part of the Year 2 plan. Their role in increasing the availability of supplementary readers is being explored as an important strategy linked to sustainability and affordability of these materials in the districts and schools.

### 4.3 Democracy, Human Rights, and Governance Integration

The MOE's Decentralization Task Force has implemented the stakeholder consultations this quarter with *Learning's* support. GNECC and NNED held citizen consultations simultaneously on the bill. The consultations have yielded important insights into the bill. A full report from the Decentralization Task Force and GNECC are available. One of the three success stories produced for this report is on this important exercise in governance. In addition, *Learning* submitted a panel proposal to CIES on this topic. Panelists include Dr. Augustine Tawiah (NTC) Mr. Bright Appiah (GNECC), Mr. Benjamin Afful (MOE) and Dr. Guitele Nicoleau (*Learning*).

### 4.4 Local Solutions and Partnerships

*Learning* is built on partnerships with local organizations. The sub-awards with GNECC and NNED are in their final stages of development, and the partnerships with the universities and Colleges of Education are being explored for integration into the Year 2 plan.

### Environmental Compliance

As *Learning* procures equipment, furniture, and vehicles, it is ensuring that its choices are compliant with environmental protections.

## 5. UPDATES FROM LAST PERFORMANCE REPORT

The updates are interspersed throughout the report.

*Guidance:* As applicable, describe whether and/or how the issues raised and comments made by the A/COR to the previous performance report have been addressed. List any issues/comments that still need to be followed-up. The table below provides a guide of how this section should be laid out. Maximum one page.

#	Issue Raised in MM-YYYY Performance Report	Agreed Action Item from MM-YYYY Performance Report	Current Status MM-YYY	Outstanding action items
1				
2				
3				
4				

## 6. WAY FORWARD

The implementation issues identified will be addressed in the next quarter.

## ANNEX I. RESULTS SUMMARY

This section is submitted as an annex that is attached to this report.

*Guidance:* Provide a summary of results against relevant custom and standard indicators, using the table below as a guide. All people-related indicators must be disaggregated by sex. In the “Explanation of Actuals and Deviation from Target” section, clarify the reasons for deviations of more than ten percent from the target and information about activities that contributed to the quarterly total. If this is an annual performance report, include an overall summary of the reasons for deviations as well as a more detailed explanation of Quarter 4 (as often the annual report will replace the fourth quarterly report). No page limit.

Year I EXAMPLE: October 1, 2014 - September 30, 2015												
Indicator	Standard/ Custom	Q1		Q2		Q3		Q4		Total		Explanation of Actuals & Deviation
		Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	
Number of administrators and officials successfully trained with USG support	Standard (3.2.1-3)											
EXAMPLE: Women	Standard (3.2.1-3)											
EXAMPLE: Men	Standard (3.2.1-3)											

## **ANNEX 2. FINANCIAL SUMMARY**

This report has been submitted separately.

**Annex 3. Success Story**—Three success stories will be submitted separately.

